

MPs debate Britain's supermarket image

by Robin McKie
Science Correspondent

Britain, once the workshop of the world, is becoming its supermarket. The House of Commons was warned last week. Shadow Industry Secretary John Silkin added that the position would get worse unless we properly utilized the skills and talents of our engineers.

Mr Silkin was speaking at a debate on the Finistion report on re-organizing the country's manufacturing industry. He urged the Government to accept the report "as quickly as possible."

"Legislation takes time. There is a need to start work on it as soon as possible. No refining its functions and the methods of work, until the necessary legislation can be passed", he said.

Job prospects for young hit by market bias

by John O'Leary

Eight out of 10 young people completing Youth Opportunities Programme schemes have found jobs or gone on to further training. But MPs have been warned this week that this success rate is unlikely to be maintained in the foreseeable future.

Sir Richard O'Brien, chairman of the Manpower Services Commission, told the Public Accounts Committee that he considered the present figure odd that for the Special Temporary Employment Programme, a creditable achievement in the circumstances. The more difficult STEP schemes showed an employment rate of four out of 10.

"If the economy was in better shape that is what this survey would show. But it is not. It is in a worse shape, as we now know it is. I fear the figures will be difficult to hold."

The employment market was becoming biased against the young because of the high costs involved and some openings were no longer available because of the greater level of skill required, he added.

Sir Richard said the further education sector had taken time to adapt to the special programmes launched by the MSC, with only 10 per cent of participants taking FE courses in the first year. This had risen to 34 per cent last year and was now running at 38 per cent, meaning that 80,000 young people had some form of further education training in their programme.

The committee examined certain criticisms of the special programmes contained in a report by the Comptroller and Auditor General, Mr Douglas Hensley.

Mr Silkin endorsed the establishment of an independent engineering authority as proposed by Finistion, to control engineering practice. This move was also backed by Dr Keith Hampson, the Conservative member for Ripon, who said there should be more drive behind the accreditation of university courses and registration of engineers.

"The Council of Engineering Institutions does not have the breadth of vision to do that. A Government, or quasi-Government, body should be involved", Dr Hampson stated.

He warned that the one option which the Government did not have was to do nothing. "The report is of major importance to the success of the British economy. We expect the Government to make decisions shortly and I hope that they will establish an engineering authority."

Mr Leslie Hockfield, the Labour member for Newton, told the debate—attended by only about 15

MPs—that he supported the establishment of the engineering authority. "To spend £10m on setting up an engineering authority would probably be a good deal more useful than spending the money on nuclear submarines", he added.

However, the Government was warned by Mr William Waldegrave, Conservative member for Bristol (West), that the Finistion committee had already carefully balanced submissions from all interested parties. There was no point going back to these people a second time to try to balance their responses.

"The Government must delegate the balancing and the assessment to those distinguished people who were initially chosen to do the job", he added.

Mr Waldegrave said it was important that an engineering education at the first undergraduate level was as good a general training as any other discipline. Many firms had great difficulty finding engineers who could string two words to-

gether and could make a proper submission.

"We must get engineers well trained in communicating so that they can inject into our society the kind of expertise, mental disciplines and understanding of production and engineering problems that is necessary."

On the educational implications of Finistion, Mr Arthur Palmer, Labour member for Bristol (North-East), and former chairman of the Commons Select Committee on science technology, said the present graduate entry system was inferior to the old higher national certificate method of educating and training engineers.

"In recent years, the engineering degree, or qualification, has often moved away from industry. In many universities, industry is seen rather as one sees an object through the wrong end of a telescope", Mr Palmer said. "In my view the Robbins report is much to blame for that."

TUC loses its poly monopoly

by David Jobbins

The TUC's virtual monopoly in the nomination of polytechnic candidates with trade union experience has been seriously weakened. Oxford Polytechnic government have rejected the TUC candidate for a year-old vacancy as one of the outside governors with trade union experience in favour of a less experienced member of the non-TUC-affiliated Management, Professional and Staff Liaison Committee.

Mr Maurice Williams, president of the British Transport Officers' Guild and a member of MP and SLG's economic committee, was proposed by another governor. The TUC's nomination was Mr J. G. Scott.

This is acknowledged as the first case of a trade union external governor not being a TUC nominee. Acting registrar Mr William Cotton thought governors might have been influenced by the delay in obtaining a nomination from the TUC's South Eastern regional council.

Mr Mick Shorman, a TUC regional official, accused the governors of flouting the spirit of the polytechnic's instrument of government in what he called "a deliberately politically inspired move."

How can the president of an organization which represents managers in the transport industry possibly represent the interests of workers in industry as a whole? he asked.

He admitted that consultations with trade unions and other organizations in the Oxford area had caused some delay—but nowhere near a year. In future a great deal more attention would be paid to ensuring that polytechnics appointed TUC nominees.

MP and SLG claims to represent 50,000 professional people. Principal affiliated organizations include the British Medical Association, the British Dental Association and the 3,000-member Association of Polytechnic Teachers.

Mr Ian Hutchings, APT's chief executive, said he had been a member of the polytechnic's governing body since 1978.

At Leicester polytechnic a major difference of attitude has emerged between the governors and the local education authority on the recognition of APT.

Members of the further education committee are known to be eager to give local recognition to APT, but governors argue that it would not be appropriate to put the committee's decision until it knows whether APT is to be recognized nationally. Ministers are expected to decide whether the new TUC union should be given a European seat possibly by September.

Colleges accused of breaching halls rule

by Paul Flather

The National Union of Students has accused colleges running older halls of residence of wide breaches in the Government recommendations covering the level of sanitary and other facilities which should be provided with each room.

The accusations came as the union circulated its 750 affiliates with advice to give parents and new students on how to get value for money when selecting college accommodation.

NUS is particularly concerned about increases in hall fees, currently running at 10 per cent more than last year's great increases of 14.7 per cent. Four universities, including Cardiff and Newcastle, are proposing increases of 30 per cent or more, and 20 are planning increases of 20 per cent or more.

Prospective students should try and find out details about college rooms, including cooking, washing and laundry facilities, cost, and distance of travel to the place of study, restrictions on visitors, the size of the room, lighting, furniture and soundproofing.

About 160,000 students currently live in halls of residence including 45 per cent of all university students.

Mr Leighton Andrews, NUS vice-president elect for welfare, said: "We are trying to build up an-

sumer pressure on colleges to put a greater emphasis on them to improve facilities."

He said the NUS accepted the difficulties faced by colleges because of expenditure cuts, and that the sheer shortage of accommodation left students with little alternative is accepting places but that was no reason for colleges to "cut corners".

At University College, Cardiff, 26 students shared between them three toilets, four washbasins, one shower, and two baths. They had one but-plate and one kettle to provide their own meals at weekends.

The Department of Education and Science says there should be one bath between every three students, one bath between six or one shower between 12 and one toilet for every six. Rooms should be at least 90 sq ft in size, containing a bed, a desk with working space of at least seven sq ft, a wardrobe, shelving for books, a hard back chair, a easy chair a mirror and desk lamp. The minimum temperature should be 65°F.

We want all colleges to bring the standard of their hall rooms up to the recommendations laid out by the DES. Many students already get cheaper and better meals outside halls of residence, and this could soon apply to rooms as well."

Mr Leighton Andrews, NUS vice-president elect for welfare, said: "We are trying to build up an-

ordinary residence in foreign countries. The list contains all the current members of the EEC but, as mentioned, not Greece, which joins the Community on January 1, 1981. Borness, Unesco, Minister of State for Education, had already revealed that Greek students beginning courses this autumn would have to pay at the full overseas rate. No provision will be made to assess fees, taking into account the student's own earnings, for two of the three terms next year.

Included in the French category will be those from Guadeloupe, Martinique, French Guiana, Re-

union, St Pierre and Miquelon, as well as Andorra and Monaco.

The Isle of Man and Gibraltar are all listed with the United Kingdom, no other dependencies are to be excluded.

Denmark will afford protection to students from Greenland but those from the Faroe Islands have been specifically excluded. The islands went one student in Britain in 1977.

The United Kingdom Council for Overseas Students Affairs said: "The Government's policy is to be a fair and equitable one and it is likely to come under fire at the forthcoming Commonwealth education conference."

Mr Reg Race, Labour MP for Wood Green, sought leave to introduce a Bill which would require all universities to be parties to the sections of the Universities Central Council on Non-Teaching Staff.

The intensity of opposition to the Bill is not immediately apparent but even if it is given a first reading the chances of it completing its Parliamentary passage are remote.

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Rent strikers prepare for 'pay-up' call

by Paul Flather

An independent assessor is expected to report shortly on a two-year-old rent strike by students at the Polytechnic of Central London.

The assessor, Dr David Matthews of the BBC, will decide what happens to £120,000 amassed in a private bank account from the fees that should have been paid to the polytechnic.

The students union called for a rent strike in September 1978 after rent was increased by 25.75 per cent while grants went up by 13.7 per cent. There are 297 students living in three halls of residence.

Mr Steven Coe, president of the students union, said 80 per cent of the students had supported the strike, agreeing to pay at the 1977-78 rate of £8.50 a week instead of new charges of £11.15 for the smallest self-catering room. The money is held in a separate bank account.

The strike continued in 1979 when hall fees were raised by another 12.5 per cent, and was supported by more than half the students.

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Education colleges vital, says Scotland NUS

by Olga Wojtas

Scotland's 10 education colleges are all vital in providing for Scotland's post-16 education needs, says the National Union of Students (NUS) in its document, *Colleges of Education: An Open Future*.

The document, which has been sent to the Scottish Education Minister, Mr Alex Fletcher, college principals, political parties, and all trade unions connected with education, says the costs of college courses must be contained in financial, social and educational terms.

The NUS says the rationale underlying the suggestion of closures is based on two points: first, there is no need for more teachers, and second, that the government is committed to cutting public expenditure and is therefore seeking areas to cut.

There is a need for more teachers and other specialists at all levels in education, says the NUS. "The crude arithmetic on which teacher/pupil ratios are based covers a multitude of deficiencies and defects. The staffing standards embodied in the red book are mini-

mum standards. The way in which they have come to be regarded as a lack of understanding of the realities of education in Scottish schools. To achieve minimum levels is consistent with providing our children with only minimal education", says the document.

The necessity of maintaining the 10-college system is seen in the Snadden report (the Scottish equivalent of the James report), says the NUS. It recommends strong links between the college and the school in which the student or probationer is placed.

"Such links would become impossible if the present spread of colleges were to be reduced to a few concentrations. Either student teachers would be crammed into a smaller number of schools, or they would be greatly distanced from their tutors, advisers and home base", comments the NUS.

There is also a need to extend the links of some colleges with adult and community education, says the document. The concept of education as a luxury must be refused.

Four-point plan to aid teachers

A dramatic improvement in secondary education would result if resources for the in-service training of teachers were directed more effectively, teacher educators were told this week.

Speaking at a conference on the implications of Her Majesty's Inspector of Education, Mr Brian Kay, chief inspector for teacher training, said that any change in secondary schools was entirely dependent on the quality of the training of teachers. In-service training in the institutions which provided initial training, the appointment of external advisors on local needs; the training of heads and senior staff.

Mr Kay said that there were four ways in which in-service training could help to improve secondary education: the further training of individual teachers; in-service training in the institutions which provided initial training; the appointment of external advisors on local needs; the training of heads and senior staff.

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Bradford's single system plan

A major reorganization of all post-compulsory education into a unified comprehensive system composed of existing colleges and relevant agencies with the addition of new tertiary colleges has been put forward by Bradford College's academic board.

In a discussion paper, *Students First*, the board says that all colleges forming the system would be responsible for the education and training of all students aged 16 to 19. This would include not only the existing programmes provided by schools, colleges and other agencies, but also the further education and training of students aged 16 to 19. This would include not only the existing programmes provided by schools, colleges and other agencies, but also the further education and training of students aged 16 to 19.

Introducing the paper, Mr Eric Robinson, principal of the college, said that this type of reorganization had strong support from Whitehall and recently from the Government's latest "Think Tank" report. Moreover, it had already proved successful in North America and some parts of Britain.

Its basis is that provision for these young people is best made in colleges rather than in schools and that the colleges should offer a wide range of curriculum options including many with a strong vocational emphasis.

Mr Robinson said. In its recommendations for the creation of new tertiary colleges, the board says it has assumed that the colleges will be located in existing buildings currently occupied by certain Upper Schools. But it stresses that their number and location could only be determined following an analysis of the actual and projected educational and industrial needs of the district.

The board believes that the colleges should be operated under further education regulations and that they could accept mature students. It envisages these to be people who have undertaken courses up to date on a full-time basis in the education and training of students aged 16 to 19. This would include not only the existing programmes provided by schools, colleges and other agencies, but also the further education and training of students aged 16 to 19.

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The importance of the government's decision to link education and industry was reflected by Mr Alex Fletcher's appointment as minister responsible for both industrial matters and education.



Life under the earth: Mr David Attenborough and Mr Joe Gormley examine old miners' lamps before receiving honorary fellowships from the University of Manchester Institute of Science and Technology recently.

Work demands 'overlooked'

Too often in the post-educationalists have overlooked in the search for a wider relevance and the whole idea of training people for the world of work and the industrial challenges of the future.

This was the message from Scottish Secretary Mr George Younger when he opened the new biology and physics building at Paisley College of Technology.

Mr Younger said he was particularly interested to learn that the college had strengthened its traditional links with industry over the past few years. It was gratifying to note that the college's curriculum lists the high success rate achieved in providing a good supply of trained people for the private sector.

"Society's awareness of the importance of the role of the engineer and the technologist is rapidly increasing", said Mr Younger. "There is a deepening appreciation of the fundamental need for a good supply of trained professional personnel to make our country more competitive with the rest of the world in manufacturing terms."

Colleges 'need Oakes-type committee to assess needs'

A body to assess the budgetary needs of colleges should be set up on the same lines as the Oakes committee proposed, the Association of Colleges for Further and Higher Education has been told.

Mr Jack Springett, education officer of the Association of Metropolitan Authorities, told ACFHE's conference in Bournemouth, a system was needed to make educational judgments on college programmes so their unit costs and relative value to the country might be assessed.

Mr Springett, who said afterwards that his speech had come down like a lead balloon, said that for the foreseeable future it must be estimated that total spending on higher education in the maintained institutions would be determined by central government in consultation with the local authorities.

A basic element to Oakes' assessment of the finite pool would have involved scrutiny of the estimates of full time equivalent student numbers and it would not be surprising if any procedures set up in the immediate future treated these estimates as significant.

Short-term measures introduced in 1980-81 were deficient in many respects, he said. He suggested that the criteria by which allocation was made to local authorities combined with the method adopted for

netting off fee income before submitting claims to the pool had produced a "very variable" effect which had not been tested.

As a result of this one small metropolitan authority, all the £114,000 and the effort over the total authorities was to reduce the cost of the forecast possible expenditure by £20m or 6 per cent, he said.

The important thing about the events is not only that individual authorities were placed in a difficult financial position but that the extent of financial problems at the top of the hierarchy was such that they had to be dealt with at the management level. The colleges which maintained were placed in very grave management difficulties, he said.

Private member's Bill would improve Oxford wages

Prime Minister Mrs Margaret Thatcher's old college, Somerville, is one of the Oxford colleges which would be forced to pay nationally agreed wages to its manual workers under a private member's Bill being presented to the House of Commons this week.

Mr Reg Race, Labour MP for Wood Green, sought leave to introduce a Bill which would require all universities to be parties to the sections of the Universities Central Council on Non-Teaching Staff.

The intensity of opposition to the Bill is not immediately apparent but even if it is given a first reading the chances of it completing its Parliamentary passage are remote.

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Economist warns of nuclear threat

The vulnerability of British food production and agriculture to nuclear attack has been spotlighted by a recently completed study by an economist at St. Andrews University.

Mr Tony Jackson has been awarded the Gerald Drowitt medal and prize and the diploma of the Institute of Civil Defence for a study on the feeding of the United Kingdom after a nuclear attack.

The study is the first of its kind in the world and in this country and aims to call official attention to the need for further examination of the problems of feeding the survivors of a nuclear attack.

Mr Jackson explained: "The government is currently conducting a major review of civil defence in Britain but attention so far has been directed towards advice in the public on protection from the critical effects of blast, heat and radiation. Little attention has

Technicians ready for pay claim

by David Jobbins

University technicians aim to halve a 1980 pay demand as soon as the Clegg commission report on last year's claim is published. They aim to break the cycle in which negotiations for their October awards do not begin until well after the settlement date.

ASTMS is holding a special meeting in July—by which time the Clegg report should be published—to draw up specific proposals.

National officer, Mr Russell Miller, said: "I shall be recommending that we should ask for an increase which takes into account both the increased cost of living and changes in technicians' salaries which have

taken place elsewhere since October 1979."

ASTMS is also likely to seek a move from an October settlement to an April one.

The Clegg commission now says its report is likely to be ready early in July. Both employers and unions had expected publication about the middle of this month. Accusation by the union that delays may have resulted from the submission of late evidence by the Universities' Committee for Non-Teaching Staffs have been hotly denied by the employers.

UCNS has pointed out that early in May it called for publication of the report as soon as possible after the PRU finding became available in mid-May.

As in the college lecturers' study

60 comparable occupations have been used. But ASTMS argues that as only 10 are from the public sector—representing most of the employees covered by the survey—a weighting factor should be used to take numbers employed into account.

ASTMS says its research department has found that nearly half the people with skills and qualifications similar to those of university technicians work in the public sector, and that their pay levels are among the highest.

ASTMS has also objected to suggestions that the salaries of medical laboratory technicians should be excluded because their qualifications are better than their university equivalents.

Britain lags behind in provision for minorities

Britain's traditional emphasis on full-time enrolments by school leavers has led the country to lag behind other Western developed nations in the provision of undergraduate education for three important minority groups, MPs have been told.

In a supplementary submission to the Select Committee on Education, the Advisory Council on Adult and Continuing Education identifies people of 22 years and over, women of all ages and part-time students as three groups for whom educational policy has been failing.

Investment has been proportionately higher for the school leavers, says ACACE's memorandum.

The council had been asked for further evidence after criticizing provision for adult and continuing education at an earlier session of the select committee. Statistics in the latest submission compare the position in the United Kingdom with that in Australia, Canada, Sweden and the United States, concentrating on the age distribution of undergraduates, the demand for part-time study and the relative costs of part-time and full-time students.

British universities showed the lowest level of recruitment of students aged 22 and over and would only begin to compare with the other countries surveyed if they took the Open University into account.

Part-time students in the UK were "included," says ACACE. With only 20 per cent of university students falling into the mature category, the UK figure would remain bottom of the table even when other higher education institutions were included.

On the question of distribution by sex, ACACE says it is particularly noticeable that only in Britain are the figures for women undergraduates far below the number of men. Women only close the gap in comparison for the older age groups.

"The main effect of the greater need for women to catch up with first degree study because of their fewer numbers in past years amongst the conventional school

leaver entrants to universities," says the submission. "It may also represent the greater opportunities for study time open to older women, especially in finding time for part-time study."

Although the provision of the postgraduate undertaking undergraduate study is more comparable, the council points out that in Canada the proportion is three times higher, partly because of the high number of part-time students there. The Canadian experience as a three groups for whom educational policy has been failing.

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Oxford puts back its spending cuts

by Ngalo Cregier

Oxford University has deferred for a year plans to reduce expenditure, although it expects to face a 3 per cent cut in income in real terms between now and 1981-2.

The decision by the Council and the General Board, which was due to be discussed by Congregation this week, will be kept under review and the need for retrenchment has not been discounted.

In a statement to Congregation the university states that the decision does not mean that savings will not be required in the future.

Caution is necessary for a number of reasons. First, 1980-81 is being seen by the University Grants Committee as an interim year and talks with universities may lead to a redistribution of resources.

Secondly, the position on pay awards was uncertain and it was not known how far inflation would outstrip Government provision.

Thirdly, there was the problem of how many overseas students would still decide to come. At the minimum recommended fee levels income would fall short by about £400,000 a year by 1982-3 if numbers held a fall by 10 per cent would mean an additional loss of £300,000 a year.

The university had decided to take into account reserves in the general fund of £1.5 million but there is no prospect whatever of maintaining reserves at a level adequate to cover all such uncertainties, says a statement on pay awards.

Previously, the university had agreed that contingency plans should be prepared to permit a reduction in spending, over two years, to a level 3 per cent below current expenditure, the most which could be achieved without being either disruptive or disorderly.

Although the 1979-80 budget had needed to be supplemented by the General Board because of inflation, major cuts had not yet materialized.

Arts centre planned for Swansea

The University College of Swansea has earmarked £1.1m from development appeal funds to build an arts centre on the campus.

The scheme, which will go out to tender next year, will include a 322-345-seat theatre for drama, music, film, lectures and conferences, a bookshop, art gallery, two benches and academic accommodation.

The bank, bookshop and accommodation are expected to be self-financing. The full cost of the scheme is expected to be "considerably more" because of inflation, but the sum set aside will have to be supplemented either by external contributions or additional money from the university.

According to a spokesman, "The University College Council will review the full financial implications of the scheme when tenders have been received." The Welsh Arts Council has been approached for financial assistance.

UGC secretary honoured in Queen's Birthday List



Honours for Dr Slomert (left) and Dr Suddeby

Mr Geoffrey Cockerill, who has been secretary of the University Grants Committee since 1978, and spent 26 years at the Department of Education and Science, has been appointed a Companion of the Order of the Bath in the Queen's Birthday Honours list published last week.

Also rewarded is Dr Albert Slomert, who is vice-chancellor of Essex University, a leading target of the student protests of the 1960s, who becomes a CBE. Dr Joseph Pope, who retired last September after 10 years as vice-chancellor of Aston University, is knighted.

Three scientists are also given knighthoods: they are Professor Edward Abraham, professor of chemical pathology at the University of Oxford; Professor Alan Harris, senior partner for Harris and Sheridan, for services to civil engineering; and Professor Michael Stoker, foreign secretary of the Royal Society, for services to cancer research.

Also knighted are Professor Angus Wilson, the author, and Walter Oakshott, for services to medical literature. Professor Leonid Schapiro is awarded a CBE for his services to Russian studies. His book, *The Government and Politics of the Soviet Union*, is now in its sixth edition.

After more than four years the post of medical officer of health for the City of London has been awarded to Dr Arthur Suddeby, who is awarded a CBE. Dr Suddeby retires next year after 10 years as medical officer of health for the City of London.

CBEs are also awarded to: Mr J. H. Aldham, the county education officer for Hampshire; Professor J. R. Anderson, professor of pathology at Glasgow University; Mr

A. A. L. Challis, director of polymer engineering, on the Science Research Council; Professor R. Croft, professor of mechanical engineering at Queen's University, Belfast; Mr F. F. Fisher, the master of Wellington College; Mr Roy Helmore, principal of Cambridge College of Arts and Technology; Professor R. C. Heritage, for services to furniture design; Professor D. S. Lees, chairman of the national insurance advisory committee; Professor H. Lohmann, services to clinical biochemistry; Professor C. W. N. Miles, chairman of the agriculture wages board for England and Wales; Professor A. S. Prother, professor of dental surgery at London University; Professor F. W. Rimmer, Gardner professor of music, Glasgow University; Professor J. E. Stevens, professor of medieval and renaissance English at Cambridge University, for services to musicology.

OBEs have been awarded to: Mrs R. E. M. Bowden, professor of anatomy at the Royal Free Hospital, for services to anatomy and anatomy education; Mr J. E. A. W. Chisholm, principal of Clydebank Technical College; Mrs M. Dalloway, services to home economics; K. L. Hunt, professor of computer science, Royal Military College of Science, Shrivenham; M. A. Jones, chairman of Somerset College of Agriculture and Horticulture; J. Longden, principal of Kellogg Technical College; Professor R. L. North, lately vice-principal of Birmingham University; W. J. B. Robinson, lately education secretary of the BBC.

MBEs are awarded to: Mrs D. E. Hunter, head of performing and visual arts department at Fife College; F. Robinson, education officer (careers) for Somerset County Council; E. A. Walsh, lecturer in education, school of education at Liverpool University.

OU faces 'grave cash crisis'

The Open University faces grave financial difficulties despite having established itself academically, Lord Parry, the retiring vice-chancellor, says in his final report.

"As a result of the working capital and a wholly unjust V.A.C. bill of £750,000 for its BBC staff were important problems which still had to be resolved after a year of drastic expenditure cuts, the report says.

The university had been forced to reduce spending by £1.5m in the latter half of the year, a 7.5 per cent cut which had left the institution with no cash reserves at all.

Consultations with the Government since then had resulted in an outlook for 1980 that was bleak but less gloomy than the university had originally feared, Lord Parry says.

The report also warns of "the very serious political implications" of the Government's decision to award the fourth television channel to the Independent Broadcasting Authority.

"The difficulty is that this is not yet true and we have to find a way of bridging the gap in the meantime."

Aberdeen's principal to retire early

Aberdeen University's principal, Sir Fraser Noble, has announced he will retire two years early to enable his successor to follow through "considerable decisions" made next year.

Sir Fraser, who will reach the age limit for university service in 1985, has announced his decision to retire in September 1983, by saying: "It has been my view for some time that 1981 will mark a watershed for Aberdeen as for all universities."

American News

Santa Cruz upgrades its image

from Clive Cookson

CALIFORNIA All universities in the United States are concerned about student recruitment and retention but few are paying more attention to their enrolment figures than the University of California, Santa Cruz. For the continuation of what is called the "dream" of Santa Cruz, and the very existence of the institution, depend on reversing its decline in popularity.

The "dream" started in the early sixties on a beautiful 2,000 acre estate overlooking the Pacific. The University of California, Santa Cruz, was founded in 1965 as an innovative environment modelled, as a university brochure puts it, "on the time honoured college structure of Oxford and Cambridge".

Instead of traditional grades, Santa Cruz students receive after each course a "narrative evaluation"—a paragraph of written comments by the professor, not a letter or number to measure their progress. The USA was to reduce competition with the traditional programme is only a temporary arrangement, though it is expected to continue at least until 1983. But the fact remains that the programme is the principal reason why Santa Cruz increased its enrolment last year and is expected to increase to about 6,200 this year. The minimum head count demanded by UC President Saxon is 6,350 by 1983-84.

Chancellor Sinsheimer is also counting on an increase in postgraduate enrolment. At present only 7 per cent of the student body is in this category—very little for a university. He intends to push the postgraduate proportion above 10 per cent, mainly by developing new master's degree programmes in applied sciences and social sciences.

Unfortunately the combination of no growth and an unusually young, mostly tenured faculty leaves Santa Cruz with little academic flexibility in the years ahead. Dr Sinsheimer expects an annual faculty turnover of only 3 per cent. That would reduce just 10 new positions a year.

The distinctive and controversial narrative evaluation system is a handicap for undergraduate recruitment. Doctor students are afraid to enrol themselves to such a system, he says. "They are afraid it may penalize them later on," if they apply to graduate or professional schools or to an employer.

Dr Sinsheimer says he personally favours giving students the option of receiving a letter grade instead of a written evaluation for any course. Last year the academic senate voted to do so but later



Students learn to compare different proteins in an introduction to research lab work at UC Santa Cruz.

reversed itself and decided to continue the present system, which allows students to receive a grade only in certain advanced science courses. In fact only a small minority take advantage of this option.

Academic vice-president John Mincum comments the grading debate to Mount St Helens—it is almost certain to erupt again.

However the chancellor shares the opinion of most faculty members at Santa Cruz, that narrative evaluations are intrinsically superior to conventional grades, both because they give a more complete and valuable record and because they create a less competitive atmosphere on campus. Those who want to change the system would do so reluctantly, to please the outside world.

The other distinctive feature of UC Santa Cruz, its colleges system, has been streamlined and reorganized by Dr Sinsheimer. The eight colleges used to share responsibility for the curriculum and for faculty hiring and promotion with campus-wide boards of studies.

Unfortunately the dual system of academic appointments grew increasingly unwieldy and college curriculum failed to flourish alongside the campus-wide boards. So last year the academic senate agreed to a large majority to abolish the colleges' responsibilities for all power within the boards. Partial exceptions were made for two colleges because of special circumstances.

However, to prove that he does not want to abolish all the colleges, Dr Sinsheimer says he is implementing another reorganization this year, which will give colleges more control over student life and abolish the campus-wide position of vice-chancellor for student affairs. The administration hopes to decrease dropout rates, which are especially high at Santa Cruz. Only half of all freshmen graduate within six years.

If they succeed it will be the best possible sign that the dream of combining a small college with the excellence of the University of California lives on among the redwood trees of Santa Cruz.

University presses grind to a halt

from Tom Mallanay

CHICAGO

If the American economy is currently in a recession, the state of scholarly communication in America might be seen as mirrored in a depression. While the top 10 of the 65 American university presses prosper and account for the prime share of sales and titles, the majority scrape by and sometimes die. Wesleyan and McGill University are the latest to shut their presses.

The general economy is expected to turn up in the next 12 to 18 months. But the prospects for recovery from a decade-long slump in the scholarly sector remain cloudy. This is causing frustration among academic publishers, journal editors, librarians and, perhaps most pointedly, aspiring faculty.

While publication remains the chief means of communicating new knowledge, for new faculty, it is the very root of academic advancement.

The golden era in scholarly publishing ran from 1950 to 1970 when information explosion was under way. University presses increased from 25 in more than 60, libraries were erected by the thousands, the number of academic journals doubled and tripled while university and government publishing flourished fairly fast. That happy time ended in the early 1970s as rising costs strained academic budgets.

In 1973 in an effort to broaden their support base, university press directors approached the National Endowment for the Humanities. As a result the American Council of Learned Societies was asked to sponsor a conference on scholarly publishing in the United States. This resulted in appointment of the National Endowment of Scholarly Communication in January 1975.

After three years of deliberation the enquiry issued its report last year (John Hopkins Press). It contained a dozen recommendations—some highly controversial—that the enquiry said "must be adopted during the next decade or so if humanistic scholarship is to continue to flourish."

The enquiry report painted a grim financial picture, as the prices of scholarly books and journals increased at a rapid rate and acquisition budgets fell far behind, fewer new book orders were placed and libraries felt the need to shift expenditures from books to journal purchases.

The final report adopted a "systems approach" to scholarly publishing. It saw the fiscal cure to that dire dilemma in consolidation that would result in significant economies. The consolidation would be in the form of greater interrelationship between the worlds of academic publishing, scholarly journals and research libraries.

The enquiry urged smaller presses to merge and use their more powerful facilities at larger houses, to forego savings in the collaboration on matters of typesetting, warehousing and shipping. It also urged a slowdown in the growth of new scholarly journals in existence. However, the report was weighted

heavily in favour of organizational changes. It proposed both a national periodical centre to store roughly 60,000 serials for nationwide loan and a nationally linked bibliographic system run by the library of congress. The authors also proposed a national library agency to encourage development of the two national systems and plan new activities for the nation's highly decentralized library system. Finally, it urged creation of an office of scholarly communication within the National Endowment for the Humanities.

Instead of eeling the story it turned out to be only an intermission. When university press directors, journal editors and librarians read the report, many reacted with outrage. One university press director remarked that the report was a case of "throwing \$600,000 down the drain." He termed the enquiry "naïve in its attempt" and said that he could not think of a good thing contained in the report.

Despite the heated controversy, the enquiry is far from being dead. University publishers have just benton back on attempt to enact the national periodical centre. Law Congressman William Ford of Michigan slipped enacting legislation for the centre into House Bill 5192 which passed without hearings on a committee report on the proposal.

A hastily-formed group of 30 non-profit publishers, editors and officials of scholarly societies lobbied in the senate to block similar passage. A successfully introduced amendment by Senator Jacob Javits now requires that a presidentially-appointed committee will conduct a year long feasibility study of the centre.

Many hope that the study will sound the centre's death knell. After spending US\$600,000 on one study, many disavow, critics argue, to invest between \$30 and \$60m in a centre they view as unnecessary. Those millions, they argue, could fund an awful many academic presses, libraries and journals.

David Breneiman of the Brookings Institution and one of the report's co-authors, thinks that many critics are being unrealistic and not willing to face the future. He says the national periodical centre is not passed, I think he will have a full-scale intellectual crisis in this country. Breneiman thinks that "ten years from now most of the recommendations will be in place."

The irony is that many university press directors and editors, after asking NEH and the American Council of Learned Societies (ACLS) to convene a commission, are busy denouncing the results and hoping to undo the damage done.

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Science for adults 'littered with the trappings of defeat'

A fresh approach to science education for adults which has become "littered with the trappings of defeat" is urgently needed, warned an Advisory Council for Adult and Continuing Education science committee last week.

It said that local education authorities' non-scientific science courses account for no more than 5 per cent of student contact hours.

"There would appear to be very little systematic provision of science and mathematics education for adults, although the amount of interest is considerable," says a report by the committee. "Indeed, the average weekly audience figures for *Tomorrow's World* are greater than those for adult education enrolment in the arts and other sectors for a whole year."

The committee states that the Workers' Educational Association provided 8,783 courses in 1977-78 of which only 12 per cent were scientific. At the same time, univer-

sity adult education departments provided 10,232 courses of which 14 per cent were in the sciences. Yet in 1976, visitors to science museums represented 33 per cent of national museum figures.

A fresh approach to providing science studies for adult students is needed, says the report. "The committee is eager, in contact with science specialists in adult and continuing education to learn from their experience and to seek examples of 'best practice' in order to assess and recommend ways forward."

However, there will be difficulties in doing this, the committee says. For instance, properly equipped laboratories for adult centres are hard to come by and there is also dearth of suitable scientific magazines and papers.

There is also a problem in that science is frequently portrayed in the press and by educated people in various negative or unhelpful ways.

Brazilian students bear the brunt of rocketing costs

from Roy Heussman

Professors and students at major private universities in Brazil have been taking action over the last few months in protest over low pay and rising tuition fees.

The students claim the tuition fees have been raised far beyond the officially authorized rates while university rectors are warning that the alarming deficits at private universities in 1980 affect the very survival of private higher education.

Like everything else in Brazil in the last five years, the costs of higher education have skyrocketed. Tuition fees in the private sector are controlled by the Federal Education Council, which each year sets a "official" rate of permissible increase.

This year's "permissible" increase was announced as 35 per cent. This figure is only part of a complex formula under which several economic indexes must be added to come up with the total permissible increase—far above the

publicly announced 35 per cent. The students are protesting and refusing to pay what they see as an arbitrary, unauthorized financial burden. The rectors, on the other hand, complain that with inflation running at about 75 per cent a year, the 35 per cent increase is totally inadequate even as a "basic" rate.

The chief culprit in everyone's eyes is the Ministry of Education and Culture, known by its acronym as the MEC. MEC funds account for only 33 per cent of education expenses at all levels.

Over the last few years the federal government has tried, with barely a modicum of success, to get the municipalities to provide the funds for primary education which is, in theory, compulsory and free for all children between seven and 14.

In fact, less than 74 per cent of these children are in school. Public elementary schooling is supposed to be financed by the states. The MEC's financial responsibilities have been reduced with

55 per cent of this year's budget earmarked for higher education and the rest for the development of new policies at the primary level and for different specific projects such as the one to restructure the career and improve the remuneration of professors in higher education.

But with its budget cut by 20 per cent, as part of a fiscal austerity programme aimed to help central Brazil's runaway inflation, the MEC operates under severe constraints.

To top it all, the MEC lacks the financial stability to cope with these emergency situations which some frequently blame on the MEC's financial policy. The MEC's policy, highlights the by now institutionalized quandary of higher education.

Since 1964 enrolments in higher education have increased more than tenfold, from 140,000 to 1,487,000. This staggering growth was triggered chiefly by the gov-

ernment's need to defuse the political pressure of candidates who had failed to win university admission and whose protest became increasingly public and violent.

The MEC's policy is also a critically short of trained professionals.

By making higher education academically more accessible, through streamlining entrance exams and reorganizing university structures (the government was in no way able, or willing, to shoulder the enormous expense of what soon became, in Brazilian terms, "mass" higher education).

Up to the mid sixties, nearly two thirds of the students went to tuition-free federal and state universities and colleges, where enrolments and academic standards were strictly controlled. The other third had to "pay" to study at private institutions, some of them excellent, such as the respected Catholic universities, which takes 70 per cent of university students, most of them mediocre and some of them down-

right deplorable. Federal and state universities have expanded more slowly. They still charge only nominal tuition fees but because of their demanding standards they have remained the nearly exclusive preserve of academically better prepared candidates from wealthier families.

Periodic government attempts to find a formula for getting off Brazil's university students to pay tuition have always been dropped again with great speed.

Starting next year, and whatever its difficulties, the government is to increase additional financing for the federal universities, the MEC will institutionalize its voluntary and random contributions to non-federal higher education. Ten per cent of the federal budget is allocated to higher education, but this is among private institutions. Particular consideration will be given to the needs of the Catholic universities to forestall, or at least attenuate, crises such as the present one.

Overseas News

Germany's high flyers stay grounded

from James Hutchinson

BONN
West German educationists and politicians are expressing concern that the country is failing to give adequate encouragement to young people of exceptional intelligence and to provide them with the means to develop their abilities. There is a growing demand for what is being called the "promotion of an elite".

A leading member of the opposition party, the Christian Democratic Union, said recently that the United States, the Soviet Union, Britain and France look pains to spot high flyers early on and to ensure that their talents were

developed. "We're far behind," he added, "in the international table of Nobel Prize winners and in the number of academic authors whose work is recognized internationally."

The German university of today, it is said, would be quite incapable of producing another Einstein. He would be beaten by the system: too much bureaucracy, critical overcrowding and stress. University teachers complain that the quality of tuition has to be geared to those students who were least able. The slowest ship determined the speed of the convoy.

It is suggested that at least one gymnasium (roughly the equivalent of the British grammar school) in

every big city should have a special stream for the brightest pupils. At university they should be put in special courses.

Some German conservatives claim that the educational system was making a fetish of egalitarianism. "In the days of the Kaiser", one of them recalled, "the Hamburg senate was proud of the fact that two of the elite schools in the city paid their best teachers far more money than professors at some small universities were paid".

He proposed that elite students should be promoted materially too, as they were in France. They should be given extra grants to cover travelling expenses and the cost of

books and theatre tickets, he said. Herr Peter Glutz, the senator responsible for education in West Berlin, commented that the advocates of an elite were in reality trying to revive a system that had long disappeared. There could be no turning back the clock by granting special privileges to a chosen few.

But he said it was a matter for concern that people were spending too long at university and not finishing courses until the age of 30. This meant an excessive delay for those who wished to do research or to take up an academic career. Much more time must be made available for research.

Australians hopping mad about cuts

from Geoffrey Mullen

MELBOURNE
Australian academics are hopping mad about the Commonwealth and State governments' cuts in teacher education enrolments and amalgamation of some State colleges.

In Victoria the State Territory of Ordinal Authority—the post-secondary education commission—has proposed a 20 per cent overall cut in teacher education numbers with colleges of advanced education to bear the brunt. The commission has also proposed the amalgamation of four CAES and an overall reduction in advanced education places.

One of the places affected is Melbourne State College, whose history as a teacher training institution goes back to 1870.

Similar but less drastic moves are likely in other States, particularly New South Wales, where at least one country CAE is threatened with closure. According to four CAEs an overall cut in access to tertiary education will be reduced at a time when manpower study is increasing. Since 70 per cent of teacher trainees in Victoria are women, this will also mean education opportunities for them will be greatly reduced.

Critics of the commission's proposals say the manpower planning is shoddy and based on the most conservative estimates possible of the demand with far fewer graduates being produced than will be required.

The planning does not take account of wastage rates among teachers taking leave without pay which has increased by 800 per cent during the past two years, say the critics. Nor does it take account of new long-service leave provisions for Victorian teachers in which teachers entitled to long service leave will be able to double the time at half pay.

College staff have threatened to strike if there is no consultation. Meanwhile, an extraordinary public row has broken out between the Federation of Australian University Staff Associations and the chairmen of the Federal Tertiary Education Commission, Professor Peter Karmel.

In April FASE produced a document titled *Critical Comment on the TEC Working Paper* and leaked the TEC manpower policy to the public. The paper, which was leaked to the TEC, claims and points to alleged errors in the calculation used to predict future teacher demand. It suggested that "deliberate deception" could not be ruled out.

Poll reveals one in four fail to publish

from Martin Roth

TOKYO
The Education Ministry here has declared itself embarrassed by a latest report, which reveals that one out of four academic researchers in Japan published no papers in 1977. In the five years to 1977, the ministry's associate professor in research and private universities, technical colleges, junior colleges and research institutions, 106,000 papers were received, representing 91 per cent of those submitted.

The recently published report shows that the average academic published seven papers. The percentage of at least one university professor followed by a university professor with 10.2 and a university professor with 9.5. Academics at private universities and colleges, was only 5.2.

Simon Midgley looks at Quebec's McGill University, and at the principal who might have opted for a sporting life

The sporting loss that was a major victory for academe

If David Johnston had joined the

Boston Bruins after leaving Harvard, McGill University might be looking for a new principle. As it is his chance of a trial with this distinguished ice hockey side slipped away when he opted instead for a years' study at Cambridge.

Crossing his rubicon early, then David Johnston chose the life of an academic in preference to that of professional sportsman. In the process Canada lost the services of an outstanding athlete but gained a respected scholar and able administrator—a trade-off that recently brought dividends when Johnston assumed the headship of one of the country's leading universities—the University of McGill in Montreal.

At 30 he is the youngest principal in the country (although, perhaps surprisingly, only the fifth youngest in McGill's 158-year history).

It comes to an institution that enjoys a world-wide scholarly reputation but has always been regarded somewhat ambivalently by its host province.

McGill was originally founded as an Anglo-Scottish university in the heartland of francophone Canada. Clustered in the centre of Montreal on a beautiful campus surrounded by some of the most expensive real estate in town—it has traditionally been viewed with considerable envy and not a little hostility by many among the predominantly French-speaking majority in the province.

Historically they have seen McGill as a seep, elitist and largely closed to the sons and daughters. In the late 1960s this hostility spilled over on to the streets around the university in Operation McGill.

As many as 15,000 demonstrators gathered to revile what had become a potent symbol of everything that the Parti Québécois detested: a bastion, they felt, of the English/Canadian capitalism which had kept the Québecois in a state of economic, political and cultural oppression.

Today the university does appear to have achieved some measure of acceptance among the francophone majority and the government seems to accept that McGill is an essential part of the province's educational provision.

While being anxious to preserve its reputation as an academy of national and international standing, McGill has been forced to recognize more explicitly perhaps than before that it must be seen to be making a contribution to provincial needs as well.

University representatives are now quick to point out for example that the university admits a higher proportion of students whose first language is French than ever before (21 per cent) and to draw attention to the fact that all communications between the university and its employees are now conducted in French and English. All dealings with the provincial government are conducted in French.

Most of the changes that have occurred have been in response to external prodding rather than to any internal initiatives. What appears to have happened is that the essence of what the university actually does does not seem to have changed. Of that there is no doubt. Johnston, a francophone, francophile, like tongue and accent, has been a catalyst in changing the university's attitudes towards the province and the French language.

Thus McGill has been required to comply to some degree with the provincial government's directive that all Québec universities must admit students who have achieved a diploma from a CEGEP (College d'enseignement général et professionnel) or a similar institution.

The change to running a modern university also means that increasing dependence on governmental funds was probably an inevitable fact of life, which the university is still learning to live with.

The university is equally keen to draw attention to other ways in which it makes important contributions to the cultural and economic



Views of McGill University, and, top right, David Johnston.

life of the province: through its multifarious research endeavours; its vocational and professional programme (law, medicine, engineering, dentistry and architecture for example); and by providing a forum for cultural interchange between students from the two major linguistic and cultural communities.

(It should perhaps be said here that McGill's student body is very heterogeneous: 19 per cent of its population claim neither French nor English as their mother tongue and one in nine of its students come from abroad. These facts reflect the diverse ethnic origins of the Canadian nation and the university's traditional aspirations to being an "international academy".)

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The Stirling work to keep an orchestra playing

Juliet Clough on an upturn in the fortunes of the SSO in its bitter struggle for survival

The MacRobert Arts Centre at the University of Stirling has offered a home to the BBC Scottish Symphony Orchestra, should the BBC's axe finally fall, as threatened, on August 31st.

While the orchestra, hunkered by the Musicians' Union's current strike, fights to remain with the BBC, a rescue attempt which if successful would enable the 69-strong orchestra to continue in partly independent existence is being mounted by East Kilbride District Council.

The MacRobert Arts Centre's curriculum is the offer of roughly three days, rehearsal time and space, either free of charge or at a very nominal rent, plus storage room for instruments. The offer is probably worth about £100,000 in the orchestra in terms of overheads. The campaign is being led by the campaign leaders hope to be able to form a trust to focus and administer funds contributed to save the SSO. Sir Mungy Finlayson, chancellor of Stirling University, has agreed to become a member of the trust. "What we urgently need is more support from major business concerns," says Mr Daniels: "We are looking for something in the region of £1 million." Concrete offers so far include £100,000 worth of performances a year promised by the BBC and £10,000 contributed by the Thomson Foundation to the campaign mounted by Mr Derek Jewell, music critic of *The Sunday Times*.

The SSO meanwhile, still feels that its role is a broadening one, says its chairman Mr Alistair Beattie, though this would not be incompatible with doing some outside work. The orchestra, he says, has been much touched by the public interest shown in its fate. "We have never had this stimulation from BBC senior management."

The SSO would be assured of appreciation at Stirling University. Both the university and the community would benefit from having live artists as members of the campus, says Mr Alan Marmion, director of the MacRobert Arts Centre. "There would be links with the local education authority; education in the area would also

benefit from the presence of many more specialist teachers; the university's library and recording facilities would improve dramatically. The acquisition of a resident orchestra would receive a particularly warm welcome on the campus in the light of Stirling University's new degree in music. From September, students will be offered two general degree major courses, in the history of music and in musicology. Joint programmes with music and other subjects are also being planned. There is, says Mr Oso Karolyi, head of the music department, a strong possibility that a combined degree in music and education that would be unique in British universities will be available by 1981. The General Teaching Council has already approved the general degree major (music version) as a preliminary to teacher training.

The two degree courses cover the history of music from the late medieval, early renaissance period to the present, together with theoretical studies, aural perception and practical musicianship. The emphasis will be more on the extensive hearing of music rather than reading about it.

The new music units which make up the courses have been carefully designed to fit into the interdisciplinary approach which characterizes Stirling University. Music is already an integral part of the Northern Renaissance course and Mr Kornilov and his colleagues, Mr Hugh Macdonald (the "performing half of the team"), in charge of the university's two choral and orchestral ensembles, will contribute to aspects of education, English, and folklife studies teaching.

They are anxious to establish the teaching of music not in isolation, but as an aspect of European culture. "What we are doing is the same breath as Delacroix, Goethe's *Werther* and the influence of the Sturm und Drang," explains Mr Karolyi. "We hope that this approach will help to attract students from abroad."

An unusual course on the second British renaissance in music, from Elgar and Delius to Tippett and P. Maxwell Davies, offers much potential for cooperation with the department of English Studies, he continues.

The music courses have, in short, been designed to enable students to gain an insight into what could be described as the history of ideas in sound as well as to further sound in music. Although chronology is inherent in their structure, there is a flexibility in the order of attack which fits in with the "collage" type of approach that characterizes English and History teaching, among other subjects. "We recommend that students begin with the 20th century," says Mr Karolyi. "There is some merit in starting with the present and then trying to discover what led up to it."

Water music? The possible new home for the SSO at Stirling.

Medics strike over theses

from A. S. Abraham

BOMBAY

Postgraduate students at one of India's most prestigious medical colleges, the All-India Institute of Medical Sciences (AIIMS) in New Delhi, have been on strike since mid-April in support of their demand for being awarded further degrees in medicine and surgery without having to write a thesis. They believe that a written examination in a number of relevant subjects should be enough for earning a postgraduate qualification.

They argue that attending to patients as part of their practical training takes up so much of their time and energy that they have little of either left to work on a thesis. They also allege that theses are assessed much too cursory by examiners and that writing one does not equip them to become physicians and surgeons. In other words, it is a waste of time.

While the AIIMS administration is not prepared to do away with the requirement of a thesis, it is willing to consider how to give postgraduate students more time to be able to write one. It is doubtful whether the strikers will settle for such a compromise.

They are getting unexpected support from the highest quarter in

the Indian medical establishment, the Medical Council of India (MCI), which is the profession's law-maker, monitor and judge.

While the MCI is the overall regulatory body for medical education and practice, since institutions, of which the AIIMS is one, are autonomous and can supply their own rules. This is how, as the AIIMS strikers have been quick to point out, the Postgraduate Institute (PGI) at Chandigarh (Le Corbusier's city in the Punjab which serves as the joint capital of Punjab and Haryana) is able to award postgraduate degrees without the beneficiaries having first to submit a thesis.

Reprints of the MCI subcommittee's preliminary meetings suggest that the predominant view among its members is that a thesis is necessary. But, since whatever the MCI eventually decides need not apply to the AIIMS in New Delhi or the PGI in Chandigarh, the striking students are not likely to be discouraged by any MCI decision that goes against their case.

On May 17 it was reported that tribal north-east Indians and Bengali "outsiders" were attacking the use of immigrant labour in preference to local graduates. The item should have stated that the dispute was between the tribal Indians and Bengalis.



Trainee doctors are arguing that practical work is more relevant to their final qualification than a thesis which is not taken seriously.

Security agents brought in to stop exam bugging

from Mario Modiano

ATHENS

More than 150,000 Greek teenagers were in the country-wide examination system under the watchful eye of an army of security agents deployed to avert the leakage of top-secret subjects as happened at Livornar.

The Greek Government is very sensitive about the prestige of these examinations which will gradually replace by 1981 the current system of university entry examinations.

The new system involves nationwide examinations on finishing the second and third (last) years of licea. The average of the two marks will classify the candidates according to excellence, competence, enabling a central computer to select them by discipline, up to the end of university entry quota which is now in the range of 14,000 new students.

When the new system was first applied last year it turned out that the security of the Ministry of Examinations Department of the Ministry

of Education had trod the subjects for the modest sum of £1,000. The examinations were repeated and the offender was given a long prison sentence.

This time the subjects were not given in writing. The board met every morning at 5 am in the conference hall of the Education Ministry. It had been carefully searched by security agents for possible "bugging".

The subjects were selected on the spot, then broadcast over the national radio network to 243 examination centres throughout the country. The centres would later double-check with the board on direct telephone lines.

The public power corporation took special precautions to ensure that the national broadcasting network would be switched automatically to emergency in case of a power failure during the transmission of the subjects. Battery-powered transistor radios were sent to the centres.

Police bars with army signmen equipped with electronic detectors

patrolled in the vicinity of the examination centres to eliminate the risk of cribbing by wiretaps. The gates of the centres were closed at 9 am promptly. Police guards would turn back any outsiders.

In all, four schoolchildren were caught in class with translator radios and were charged. Precautions were also taken to guarantee the impartiality of the two professors who are to scrutinize and mark the examination papers on which the names as well as the first mark concealed under strips of special adhesive tape imported, it was stated, from England.

The Ministry of Education, at the close of the nine-day examinations, expressed its satisfaction about the exemplary manner in which they were conducted. Mr A. Talladouras, the Minister of Education, said: "No system for the selection of entrants to universities can be said to be perfect. We believe, however, that the present system is better than anything we have tried before."

Journalists get thick end of the wedge

from Annelise Hopson

COPENHAGEN
Because of the Government's austerity package all fields within education have to be cut (THES June 5) with the one exception of the Danish High School of Journalism, which is under the aegis of the Ministry of Education. The school has been granted around £115,000 because of its size and structure. The present budget is around £880,000.

The school near Aarhus, in Jutland, is almost 10 years old and the education is extremely well organized. Twice a year 30 pupils out of about 400 who try to pass the strict admission examination begin the four years of education to qualify as journalists. The drop-out rate is about 10 per cent and the admission exam is made difficult to pass. This is so there is no overflow in the market when the graduates seek employment.

The Rector of the school, Mr Arne Ebbesen, says: "When they qualify the chances of getting a job as a newspaper, with radio, on television or in the public and private sector is 95-100 per cent, which is a high percentage when you consider that unemployment attainment within almost all other fields. Furthermore the education is cheap. It costs the Directorate for Higher Education around £1,200 a year for each pupil, and the total is some £4,000 per educated journalist. When pupils leave the school after the first 18 months to work in the field as part of the training they receive a salary of about £5,000 a year. After 18 months they return for another 12 months to the school and finally qualify when the principal paper and a verbal examination of the chosen subject has been passed. Compared with the cost of becoming a doctor or an engineer, the cost of qualifying as a journalist is not expensive, says the rector.

Holiday job scheme helps unemployed students

from Lindsey Wright

WELLINGTON

Students at Victoria University, Wellington, New Zealand, have broken new ground by designing and building their own hall of residence, and completing the project in record time.

The Trinity Newman Hall, a joint venture of the Roman Catholic and Anglican churches, opened for the 1980 academic year only 19 weeks after the initial approach to the University Grants Committee for funds and in the local city council for the permit.

The hall's creation was made possible in part by New Zealand's unemployment problems and the three-year-old government-sponsored special work scheme for students known as the Student Community Service Scheme. The hall will house 100 students, mostly from the local area, and will be a joint venture of the Roman Catholic and Anglican churches, opened for the 1980 academic year only 19 weeks after the initial approach to the University Grants Committee for funds and in the local city council for the permit.

unded grants with summer vacation earnings which provide about half their annual incomes, but the growing shortage of vacation employment led the government to introduce the scheme.

Charitable organizations, educational authorities, hospitals, city councils and like organizations can employ students to undertake approved work under the scheme. The scheme covers the cost of materials and supervision, and is paid by the Department of Labour.

To previous years, halls of residence have undertaken some maintenance work under the scheme, but this year's effort involved students in designing and building a new hall.

The new hall had been a long-term project for the churches, conceived first as a traditional high school with a communal dining and recreation facilities on a site adjacent to the university. Changes in student preferences had led to a redesigned scheme for a four-storey complex of self-catering flats, but rapidly rising costs continually impeded the churches.

For the university's school of architecture, the new hall provided a useful practical challenge since, in New Zealand where many houses are built of timber, architects will often be involved in redesigning and renovating existing houses.

Architecture students designed the alterations and renovations, drew up the plans for approval by the local authority, then joined other student workers, under a supervising master builder to implement their plans. Over the four-month summer vacation 40 students worked with specialist sub-contractors on electrical, plumbing and heating work.

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David Margolick on the University of Chicago Law School

Bearers of the burden of proof for legal purism

Nearly five centuries after the founding of the Middle Ages, the University of Chicago Law School is doing its best to keep the spirit of medieval scholasticism alive.

While other American law schools have responded to social change with crowd-pleasing courses, a lessened emphasis on pure scholarship and aggressive offensive action programmes, this law school in the Windy City has kept its curriculum bare-boned, its faculty publishing incessantly, and its overwhelmingly white student body under the whip.

The pursuit of truth, fealty to tradition and the received wisdom of the past, a firm belief in the uncompromised life of the mind, these are the tenets that make this school, a youngster next to rival institutions of Harvard, Yale, Columbia and Michigan, unique in American legal education. They are goals more often associated with, or at least articulated at, European universities; and they are all the more striking for being honoured here, in perhaps the most distinctly "American" of America's large cities.

"We are disinclined to follow fads or fashions," declares Gerhard Casper, the school's new dean and a native of Hamburg, Germany. "We have a tenacious sense that we want to do things right in the long run."

Legal purists call U of C the best law school in the United States, and they may be right. But the institution's administrators are finding that intellectual narcissism has its price. Under pressure from within and without, they are being forced to re-examine some of their most cherished precepts.

Law students here call the school unpleasant. Its very strengths, they say, come at their expense—in a faculty which is often aloof and unavailable, in narrow course selections and points of view, and in an environment, relatively short of human touches.

Moreover, the school, located in the south Chicago neighbourhood of Hyde Park, has come under fire from authorities and women who claim to be victims and sexual predators without a conscience.

And to make matters worse, the American Bar Association has been pressuring all law schools to offer more practice-oriented instruction—an approach to legal education long frowned here.

The school of learning is an off-kiltered place, by all accounts, in almost any American law school catalogue. But at the University of Chicago it is taken far more seriously than anywhere else—almost a role of faith.

Although its faculty is the smallest of any major American law school—25 full-time members in the 1979-80 academic year—it is among the most productive as a group, and clearly the most productive per capita. Three highly-respected publications—the *Supreme Court Review*, the *Journal of Law and Economics*, and the *Journal of Legal Studies*—are published by the professors here, all grounded in the

low-and-economics perspective of the famous "Chicago School."

Nor is there a conventional legal scholarship. Chicagoans pride themselves on the timeless, dispassionate quality of their research, which they say is above the politics and pettiness and pressures of the moment. What may pass as "scholarship" elsewhere, in law review articles or legal treatises or even opinions of the US Supreme Court, is considered value-laden, intellectually dishonest, and self-indulgent here.

Chicago's scholarly ideal flourishes, moreover, in an atmosphere equally old-fashioned. The discourse among faculty members is constant, and often quite adversarial. Manuscripts and ideas are exchanged with frequency and ferocity in corridors and offices. In faculty meetings and workshops, and most effectively, at the "Quadrangle Club," the Oxfordian facility on the corner of University and 57th Streets where the law faculty reserves a luncheon roundtable thrice weekly.

Topics open to discussion here are never ordained, but one thing is clear: no small talk is tolerated. One loves observations on last night's baseball game in the clock room downstairs or utters them only very quickly and faintly.

Not all the grilling at the Quadrangle Club goes on in the kitchen. Candidates for faculty posts, either recent law school graduates or visitors from other institutions, are invited to dine there, partly to measure whether they have, as Chicago Professor Richard Epstein puts it, "first-class minds." This is not always good-natured give and take, and more than a few teaching prospects have not been invited to stay because, again in Mr Epstein's words, they "flunked lunch."

The incessant intellectual sparring is not to everyone's liking. Some emigre from the school saw it as a form of intellectual bullying that forced them to take unnaturally one-sided positions simply for self-defence. "It was not a place where I could be comfortably fooled," one, now of Yale Law School, recalled.

But to those who find it congenial and who value lunch—the collegiality of the law school extends far beyond working hours. In previous years, many of the school's professors roamed in Hyde Park, a quiet and historic neighbourhood, named for two young residents, named Leopold and Loeb, kidnapped the son of a third local family in their famous "perfect crime."

Some Chicago professors have spent most of their lives here and take an almost proprietary interest in the community. But for all of this, surrounded as they are by the black neighbourhoods of Kenwood and Woodlawn, Hyde Park is like a "foreign colony," as the *Chicago Tribune* once called it. The "Yale of the Midwest" is a place where they have banded together,

worked together, parted together, and raised families together.

All in all, the community helps make a teaching position at Chicago an experience without equal elsewhere. Or as Paul Bator, a professor at the Harvard Law School who spent one year as a visitor here, put it: "Teaching at the Harvard Law School seems to me a little like being allowed to sing Wagner at the Metropolitan Opera House in New York; but teaching law at Chicago is like singing Wagner at Bayreuth."

To some degree, students suffer at Chicago for the same reason faculty members sometimes do: the unabashed rigour of the place.

"To the extent that our task is considered to be imparting a first-rate legal education—which we are doing quite well to look at our placement record—and maintaining scholarship, it is hard to maintain the atmosphere of a warm, intimate college," says Dean Casper. And he is right about the school's placement record, for graduates of the school regularly land jobs at the most prestigious law offices in New York, Washington, Los Angeles and other American cities, as well as Chicago.

Indeed, there is an almost Franciscan spirit of abstinence to the Laird Bell Law Quadrangle, the Eerie Serenitec building that has housed the law school since 1959. The structure, like the institution within, is intellectually impeccable, its glass facade designed to reflect the gothic bulging of the campus and thereby to capture the symbiotic ties between the law and its sister disciplines. But on the inside, the building is spartan—its colours gray, its lounge areas unconvivial, its surfaces severe. Few students frequent the premises, giving the school the appearance of an institution perpetually between sessions. Even the bulletin boards are uncluttered.

This demoralized state of affairs reflects a widely-held belief that Chicago's greatest strengths come at the expense of its students. Foremost among the culprits, to those enrolled in the school, is its wanted faculty intimacy and productivity.

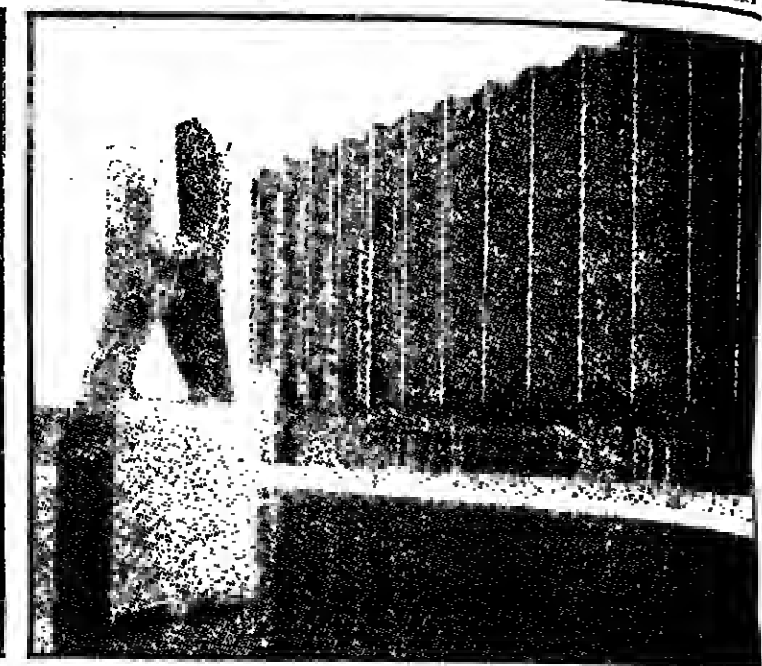
Chicago's old-fashioned ways also extend to a nineteenth-century view of students, one which, while widely-held in European universities, is regarded as arrogant and anti-democratic here.

There is a deeply-rooted sense of courtesy propriety in student-teacher relationships among the faculty, which they feel would just be "inappropriate and dangerous" and contrary to the educational aims of the institution to give up, said one former professor there.

"They think of the student body as being well below them in terms of knowledge and capacity. I can't think of a single faculty member who had a friendship with a student outside the school."

The saying grace of the Chicago experience to many here is the Mandel Legal Aid Clinic, whose offices are tucked away to the school's basement.

Given U of C's well-documented aversion to anything smacking of practicality or the "trade-school" approach to legal education, the mere existence of a clinical programme here, where students work



Far left, Professors Richard Epstein and Bernard Meltzer either side of Gerhard Casper, dean of the Law School. Above, the school itself.

Paul Flather on two decades of work by the Society for the Study of Labour History

A look over the left shoulder

The work of a scholar is never easy. It is not just that information must be sifted, ideas selected, theories developed (and then relinquished) but it is often difficult even to have access to information.

It is all the credit of the Society for the Study of Labour History, which celebrated its first 20 years of work at a conference in London last month, that it has never shied from dealing with the problems of being an historian as well as the problems of history.

The society has led a stern campaign against the Government's restrictions on public records, the raw material of its work submitting evidence to Sir Duncan Wilson's committee on public records. It has worked hard to build a comprehensive bibliography of labour history, and it has put in tremendous efforts to support museums and archives of labour history.

The society was founded in 1960, much in the same mainstream that spawned the so-called New Left. There had been an active Labour history group inside the Communist Party. But the society, with many former party members who left in 1956, set out to become much more politically independent.

Mr John Halstead, a lecturer at Sheffield University's extra-mural department and co-editor of the society's bulletin, identifies three main strands in the society's birth: it was very much a northern affair, it had strong connections with adult education, and still does; and it was always a "broad church" of opinion.

Many of the original signatories were active politically. The group included Sidney Pollard, professor in economic history at Sheffield University and the current president; John Saville; Asa Briggs, now Lord Briggs; Roydon Harrison; E. P. Thompson; J. F. C. Harrison; and Eric Hobsbawm. Much of the early groundwork for the society was done by Lance Bales from the London School of Economics, and G. D. H. Cole, who died before the society was set up.

The early debate of the society was about the nature of the subject to be studied, and after 20 years it is clear that the debate still lives. Early talks focused on whether labour history was just another academic category, comparable, say, to religious history or education history, or whether it involved a debate about some programme for transforming society, rewriting conventional history of the middle classes as the history of the Labour movement.

E. P. Thompson raised his banner at the last conference against academicism. He appealed to fellow Labour historians not to duck the major issues of the day. He appealed to them not to hide from the "sensitive issues" which societies try to avoid. For Labour historians these were the crucial differences between social democrats and communists.

His colours were taken up at another conference session by Mr Pat Syed, lecturer in politics at Sheffield University, who attacked the uprightness of many of the papers published in the society's bulletin: "I am concerned very much with the present, and not just looking back at the origins of society. That was the real raison d'être of this society," he said.

He cited two areas where he thought Labour historians were going wrong. First, the method with too much emphasis on national studies of, for example, the Labour Party. "There are impressive studies of conferences, documents at his house in Manchester," added that "without being too critical" of academic work because it has made a great contribution, he wanted to make a special plea for people to get away from "foreign concepts".

The society has come a long way since its first conference when Asa Briggs simply read out one paper in a rather reverent silence. Mr Bob Morris had a panel of six to contend with as soon as he had finished his paper on *Whatever Happened to the Working Class, 1760-1950*. The society now has 1,000 members, including nearly every leading Labour historian in the country, and members from 32 other countries.

Labour history is taken in a very wide sense: it is concerned with both organized and non-organized workmen and their families, with aspects of their lives. For if any members would consider that Labour history can be studied in isolation from the study of other



Left, a platform at Paddington during the General Strike of 1926, and right, the miners at the end of their 1974 strike.

reflective history and directive history.

There were appeals from many quarters for Labour history to be written in simpler language. Mr Geoff Brown, from Nottingham University's Extra-Mural Department, said no one wanted to approach every article as if it was in the *New Left Review* all the time, a definite in-joke referring to the complexity of most articles in that publication.

Mr Edmund Frow who, with his wife Ruth, has amassed a remarkable collection of books and documents at his house in Manchester, added that "without being too critical" of academic work because it has made a great contribution, he wanted to make a special plea for people to get away from "foreign concepts".

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classes or strata in society; and similarly Labour history and social history are taken as closely related.

The society's bulletin, published twice a year, acts as a forum for debate. The most recent issue has items on radical politics on Tyne-side 1850-74, Communist Party Oral History, a bibliographical essay on crime, criminal justice and eugenics, and the French Coal Miners' Strike in the Lure, 1844, plus numerous comments and short notices.

The bulletin has a very strict "tool-of-the-trade" philosophy, which means all contributions should be of direct use to Labour historians, for publishing new research, for international exchanges, for reports on events and for debate. Under scrutiny at present is the notion of a Labour aristocracy. The debate rages, between those who argue that the term is not amenable to definition; those who say it explains divisions in the nineteenth-century working-class, some of whom acquired certain privileges based on their skills and membership of guilds; others who say it explains the peculiar reformist nature of the British working class.

The other side of the society's work concerns the raw material of history. The mystery surrounding three "missing" police files relating to the Hungerford Murders of 1934 and 1936 led the society to press for reforms to government records, an access to public records, the criteria for withholding and weeding of records. Diligent work showed the files had been "removed". They were later

returned but not before the matter had been discussed in the House of Commons. The society says there is still a disturbing tendency for files from peculiarly "sensitive areas" to go missing. "Just how improbable—statistically speaking—was the loss of Zinoviev letter?" it asks.

At the conference E. P. Thompson said: "We must prize open the material we need as historians."

It is a campaign the society is keen to fight. The latest bulletin carries an item about the Infirmary Rule, which covers the release, or non-release, of certain highly sensitive material. It supersedes the more generally known 30-year and 100-year rules.

Another aspect of work is the build-up of archive material ranging from support for the new established National Museum of Labour History, in the East End of London, under curator Mr Terry McCarthy, to the Abbeydale Industrial Hamlet in Sheffield, or a proposed new banner library in Bristol. Most important is the modern records centre at Werwick University.

The next conference is to be more precisely linked to current issues and will concern the State, public order and civil liberties. Professor Pollard sees the moves between the more reflecting approach and the more directing approach as beneficial to the society.

"Of course there has never been any split. We have done tremendously well in our first 20 years. We are all still full of élan, and we shall go on like that," he said.

Peter Scott concludes his series of articles on higher education in China with a visit to Shanghai

Inside the spare-time training ground of the modernizations

Shanghai's "spare-time" University of Technology proudly claims it is training the technicians for China's "four modernizations", which with their emphasis on science and technology are the ruling ideology of Chairman Mao's China.

But it is predominantly a workers' university, which makes it far distinct from that of China's more conventional universities where the children of party cadres, intellectuals, and professional experts are the ruling aristocracy of the ruling elite.

It is so for several reasons: First, Shanghai is one of China's most "populated cities with a high concentration of workers." Here the Chinese Communist Party was founded. Secondly, 3,000 of the university's 5,287 students study "spare time" (two rough equivalent hours of time in England), and a further 2,000 are "spare time" students who are released to study for four of the six working days per week. Thirdly, only 600 are "leavers," that is, they have left school and are now working in the factory or office.

The president said students were chosen from among the most experienced workers. The university had always had the support of local industry. In its 20 years it had produced 4,650 graduates and most

have gone into technical or managerial jobs. The university had recently carried out a survey of all its past graduates and found nearly all were playing an important role in China's modernization.

Students came to the "spare-time" university partly through personal application, partly by the recommendation of fellowworkers and the management of their firm. They have to pass a stiff entrance examination like all Chinese students even though some may have had little or no university secondary education. Competition is fierce.

Most full-time and part-time students take a four-year course. But the latter must also subjects like political education and sport. The president explained that the part-time students were no more likely to fall behind in their studies than the full-time students who were studying years "usually directly relevant to their work in the factory their military service."

The average age of the students is about 30 and all live at home, which is more feasible in Shanghai as it has adequate public transport. Only 600 of the 2,600 students who started last autumn were school-leavers.

The president said students were chosen from among the most experienced workers. The university had always had the support of local industry. In its 20 years it had produced 4,650 graduates and most

extension of their course to five years. Already some concession to their viewpoint has been made. Before and during the Cultural Revolution they were only allowed three days' release instead of four.

The university's independent future is at present in doubt. Throwing it with Shanghai's television and radio university, one of China's 20 "open universities", and the city's College of Finance and Economics runs similar part-time courses in the commercial field.

The television and radio university was also set up in 1960. It chose in 1966 with the onset of the Cultural Revolution and re-opened in 1978. Mr Lu Zhao, its registrar, explained that it offered six courses to its 11,000 students: medical (2,000 students), scientific (2,000 students), engineering (2,000 students), mathematics, chemistry and physics (2,300 students) mainly secondary school teachers who receive two or three half days off a week to study; mechanical engineering and electronics (4,300 students) mainly factory workers.

Unlike Britain's Open University, students in Shanghai are organized

into classes to watch television. There is also a lot of group activity and tutorials, and they also work by themselves.

The television programmes, of course, can be seen by anyone with a television, and Mr Lu estimates that about 100,000 watch regularly. But, he added, "a student is a student."

Both the "spare-time" university and the TV and Radio University are utilitarian institutions. As Mr Lu put it: "A characteristic of this university is to teach more about putting things into practice rather than dealing with theory." Their general rule in providing further education and training for workers was to leave students with a practical and hard-working is obvious. They also provide a "second chance" in a system of higher education in which such chances are rare, and a great deal—perhaps too much—depends on academic performance in the secondary schools.

Finally the "spare-time" university has a special role to play in repairing the damage of the Cultural Revolution. An educational generation was almost lost in the turmoil of the years between 1966 and 1976. It can help in a small way to retrieve it.

Black power or just another brick in the wall

A black and white caricature of an elderly man with a mustache, wearing a suit with stars on the lapels, looking down at a large, glowing, cratered sphere. In the background, a small figure of a person stands on a rocky surface.

This collage consists of four black and white photographs documenting the 1968 Democratic National Convention riots. The top-left photo shows a large crowd of people running down a city street. The top-right photo is a close-up of a person wearing a dark hooded garment. The bottom-left photo shows a street filled with debris and rubble. The bottom-right photo is a close-up of a person's face next to a sign that reads "STOP TRIAL".

Unfortunately the masses are not so many are called few are chosen. For them the anti-academic world at all at home in white working class culture, either in its main- continued on page


continued on page 12

THE TIMES HIGHER EDUCATION SUPPLEMENT 20.6.80

The Royal Geographical Society is central to the appraisal of geographical periods for two reasons. First, it initiated the *Journal of the Royal Geographical Society*, the pre-eminent period among British geographical periodicals. Secondly, because its founding fathers thought about armchair geography as well as about exploration, the Society has a library which contains the largest private collection of geographical periodicals in the country.

The *Journal of the Royal Geographical Society* was founded in 1831 one year after the establishment of the Royal Geographical Society of London (which was soon to be renamed the Royal Geographical Society). In the introduction to the first volume of the *Journal*, it was declared that the Society was formed "to explore all the parts by which geography could be advanced. And, since this included the assembly of every species of information connected with either physical geography or statistics, it was clear that there was concern with the discovery of new knowledge as well as new territory. 1881 will see the sequentiation of a *Journal* which has disseminated a large amount of geographical knowledge since the condition of Australia six months old. Swan

The magazines that keep geography on the map



subjects have been studied by those who have read single honours only. The diversity is immense, even allowing for the fact that the numbers who have graduated in some of the subjects on our list are small. Obviously it could be argued that, by drawing on those who graduated in different fields, the sample will have high commitment, the teaching profession is enlivened and invigorated. Alternatively, the view might be taken that the occupation, even from its graduate intake, too readily attracts those whose commitment to teaching is strong. The informal qualifications are not always strictly relevant to the school curriculum.

Of more immediate interest and possible concern to those who teach in PGCE courses, are the data relating to the O level qualifications of the sample. The data are given in table 1. The great majority (98.5 per cent) possess O level English language, or its equivalent, the same is not true of O level mathematics, where almost 11.5 per cent do not possess that or an equivalent qualification. In September 1983, with the requirement

entrants to the PGCE hold single subject degrees indicating the majority of this kind of award in British universities, and also suggesting that attempts to diversify sections of the teaching profession to cope with the problems of falling rolls might be more difficult than anticipated. Although a very high proportion of our students indicated that they hoped to take a "second method" subject while studying for their PGCE, we are, at this stage, still collecting evidence as to the range and nature of the student experience on such second method courses.

We have also attempted to explore the subjects of graduation of our sample. We must indicate some caveats at the range of subjects served at the range of subjects served. The sample of students together over 200 graduates named

The students were also asked about their social and geographical origins. Not surprisingly, with all of them having already experienced higher education, and over 86 per cent having graduated in British universities, they come predominantly from the middle and upper professional background, approximately 60 per cent have fathers in socioeconomic groups 1 and 2 (Registrar General's classification), whereas less than a quarter of the total mass population belongs to these groups. As might be expected,

Australia's six month old *Swan River colony* was reviewed in the opening article of the first volume. At the same time, the *Journal* is a source for the appreciation of the changing character of British geography, for reasons of longevity independently of others, the *Journal* is without a rival. And, since there is a time lag in the image held of a nation, it is a source of interest. It must be emphasized that the contents of the *Journal* today, without relinquishing certain aspects of its idiosyncratic traditionalism, are as wide-ranging as is the work of contemporary practitioners of geography.

At the same time, there is no better place in which to experience the volume and nature of geographical periodicals than the Society's library. Not only are they so close at hand, but the subject range indexes to them which extends back to 1893. The library currently receives by way of exchange or subscription more than 750 periodicals which are either so difficult, geographical, or limited in circulation that they are not available elsewhere. In addition, it retains the runs of some 204 geographical periodicals which have ceased publication. Such is the

the preface behind it owes much to the second generation of members of the Institute of British Geographers. The Institute, founded in 1933, has as its primary aim the promotion and publication of geographical research. It has since that time more or less established its Transactions. The postwar years of university expansion witnessed an impressive increase in the Institute's membership—a membership active in scholarship and anxious to find outlets for publishing papers or book sections. The Board had several recommendations. First, a series of monographs was created side by side with the *Transactions*. Secondly, the frequency of publication of the *Transactions* was increased. Finally, the need was recognized that the *Transactions* be published in a form suitable for publication to complement the expression in *The Geographical Bulletin*. Fourthly, a highly successful form was eventually found in the quarterly publication *Annals*, the vitality of which has been indisputable from the contribution to it of an energetic succession of editors. The *Annals* publishes shorter papers than the *Transactions*, reports the active

ities of the varied study groups which the Institute supports, and is a forum in which current geographic issues or debated. As occasional demands, it can be polemical in a way that is unusual in other British geographical periodicals. An example is to be found in its outstanding review of the report of the Ordnance Survey Review Committee. Fifth

journals. Professor William Mead traces the flow of a rich tradition back to its 1831 source

but in an age of profitable publishing, publishing houses were not so keen to fill the gap. Indeed, their argument was that the Automobile Club, with its trifles, had helped to ruin the press.

In this way, the upwelling in climatic geographical periodicals began, with the British Geographical Research Group rejoining their technical bulletin *Earth Surface Processes* and the biogeography in their *Journal of Biogeography* with the historical geographers relating them in their *Journal of Historical Geography*.

with interests in warmer climates
tering a *Journal of Tropical*
graphy. Add to these the
graphers whose interests rely
with those of the planners and
support *Environment and Planning*
(as along the *Journal of the Royal*
Town Planning Institute), the
regional scientists who fe

from Clark University in Worcester, Massachusetts, and which is ailing and dying strong. In pastwar times, the Dutch were no less successful in this regard than the English. Von Koonigsdorff in *Die Sprache der Volkswirtschaftlichen En Sociale Geografie*. A part of their success may be ascribed to the fact that from the onset they looked for contributions to the English language. It is evident that the English language is a critical consideration for periodicals in literature. Because it is the most widely read and understood language of the new British spiritist journals (as with their American counterparts) recommend a world market. The Germans have been the first to do this, and that Geoforin look primarily to the English language. (Indeed, the proceedings of the first British-Soviet geographical conference in 1925, which was held at the same time proclaiming its generalist character).

During the expansive years of geography (as they are likely to be known in the future) it was natural for publishers to assume the existence of a more popular geographical market. Without ceasing to encourage the American Geographic Society, which has been an eye-witness to the success of *History Today*, the *Geographical Magazine* was launched. It has captured the imagination of sixth forms and elicited a most positive response from university teachers and from the general public. It has been written for what the French call *unpublic* sensation, it has established a reputation for informed and well-illustrated articles, while no resuscitation of the frequency of its publication, it has also given good reason for its continuance. The multiplication of new geographical periodicals also led to a refurbishing of the older established journals. Contents were rearranged, new features were added and old formats were ringed and reprinted. The *Geographical Magazine* retained its blue cover at a time when that of *Geography* went red, and those of the *Transactions* took on

The world-wide proliferation of geographical periodicals has had other consequences. In order to bring before British scholars the range of research in their subject the quarterly journal *Progress in Geography* furnishes a succession of review articles critical analysis

At a time when economic issues claim so much attention, it is forcing that academic debate continues heatedly. The growing gulf between the general public and the specialists has been broadened by financial considerations. While the generalist journals (which are largely in-house journals) claim the allegiance of the bulk of supporters, the more costly and more "Death to the Generalist" the challenge is directed principally against the *Transactions* of the Institute which, it is argued, cost little that is of direct benefit to most members. The cost of space in London. Conceivably funds saved from publishing the *Transactions* could be used to strengthen the sponsor's microphotographs, or even obtain subscription concessions.

the pluralists, and the traditionalists have called for the defence of the general principles—urging that the area specialist, substantive though his work may be, neglects at his "the total relationships that make a place a place." "You don't get a series of compartments—the Five has a phrase for it. In the powerful 'impitment' of J. Watson, narrow specialisation is not only not geography, it is anti-geography".

The predicament in which the editorial board of most geographical periodicals find themselves is not unique to geography. It is not unique to any discipline, but it is likely to feel it

keely simply because the Index of geographical publications is longer than that in most subjects. Nor does it help to them that the volume is not British. The August 1980 the British Geographical Union in Tokyo and among the thousand participants will be editors of a good many geographical periodicals, the cost of publishing and editing the *Journal of Geography* will doubtless be regarded. It will be a good point for further debate consequences of the explosion of geographical periodicals in a world of diminishing resources sustain them.

The author is head of the geography department at University of London.

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Another brick in the wall

continued from page 11

What is at issue in British and in all the major areas of human settlement is not simply a police problem or an educational problem or a resource problem. It is a question of whether black men and women can do exercise power to defend themselves against the exercise of power against it. At that point most of my white friends and colleagues ask "What shall we do about it?"

The first answer could be "Absolutely nothing." Part of the problem is that black people are presently clearly in a situation where they will be taken for their money by them, or about them. We have come to think of blacks as being governed by some kind of Ministry of Bantu Affairs. It is time that we looked at quite different questions. What are the chances of them taking power and looking after their own interests?

The second answer must be that

since part of the problem is simply an abstruseness of political will, it is nonsense to talk of solutions on the assumption that such a will exists.

I have always ended my own social and political writings on race relations by saying, "I am not a prophet, but I would like to see a happy England and I have some sympathy with a colleague who recently devoted the perfunctory middle paragraph of a paper to solemn recommendations to the government, only to follow it with four more ultimate words: "And pigs might fly!"

If there were any recognition of a problem for British society here, the solution would be in three parts. The first part would have to deal with what we do to this bottom stream and disaffected working class classed in our schools. Whether they be black or white. The second part would turn on what chances there are of black children gaining acceptance, not only part of our class-divided society and culture. The third part would lie in stopping doing those things which are presently regarded as solutions to the problem.

Page 1. I think I will really fly before we can expect Conservative politicians or the present sort committing themselves even to Disraeli's old "and what's the use of it?" some Raymond Williams is more of a "control relation". The pro-

sent squeeze on the state schools, coupled with renewed support for the alleged excellence of the private sector tells us something of how they think. What we have to consider is what chance the majority of the boys of becoming British in a class-divided society.

One has some hope that, without even committing itself to a policy of mass immigration, the Labour government will find itself fighting more and more on behalf of black workers simply because it exists to fight for workers' rights, and, even if the workers are black, they must be fought for. Unless such action is combined with deliberate and public commitment it is bound to be uncertain, hesitant and ambiguous.

Inevitably then "we" are likely to go on doing what we have been doing. Starting from the assumption that we are dealing with non-persons we are, nevertheless, in the last analysis, have no right to be here, we shall recruit more police, and develop more and more sophisticated techniques of control.

Some two years ago I asked one of the more intelligent senior Conservative politicians what he thought would change this situation. He had some experience of America and replied drily: "There would have to be a British War!" Perhaps

In St Pauls was really. Certainly, given the inherent unlikelihood of the solution mentioned above being adopted, and the absence of black power at points where it counts in our political system, it might well be the kind of development which many intelligent blacks and their friends would like to see.

Since I started to do research on race relations in Britain messages have often filtered down to me from government. What they always say is whether I can suggest some way in which without raising a high profile the government might speed money to help the blacks and the whites. The only way to see what I think I can do as one with some knowledge of the race relations scene is to push my political friends towards longer term perspectives. If they could for the moment raise their sights a little beyond the next election, they would surely be wanting to ask whether the legitimacy problem was a race problem particularly with young blacks, did not call for more radical measures.

To begin with there might have to be a serious political will. Could the three parties actually jointly declare that they accept that by the end of the century Britain will have just over three million citizens who are legitimately both

So out to recruit those rich
voters, as members and candidates.
Could they then agree that race
politics should be outlawed for
British life rather than being left
that extra measure of exposure
police protection that they enjoy
the moment?


If they were able fully and ro-
pably to do all of these things,
think that blacks would willingly
take an honourable place in our
society in which they had no
measure of power. They would
need positive discrimination because
they would look off official ac-
tivate through their lack of
Finally, no doubt they would
port their police in a situation
which was no longer like the
that all crime was a kind
political action.

We are very far from being
a situation in which party less
ships are even remotely likely
illiterate such policies. Is it too
to hope though that there will
be some amongst our politicians
would at least be willing to mo-
the word in these terms? Or
we wait for a new British War

The author is director of the Social
Sciences Research Council's research
unit on ethnic relations, University
of Aston.

The views stated here are his own
and do not reflect any corporate
view either of the research unit


Geographical journals were being published in France and 28 in Germany. But quantity did not necessarily spell quality, and the Geographical Society of Paris—the world's oldest society—expressed dissatisfaction with the standards of French periodical literature. As a result, in 1892, it established the *Annales de Géographie* with the avowed object of raising the standards of content in those of the 'Geographical Journal' and the German *Mitteilungen* (which sustained publication A. H. Petermann had brought into being at Gotha in 1855). Leavenhille, at home the geographical society of Edinburgh long been born, becoming the Royal Scottish Geographical Society, and its associated Scottish Geographical Magazine. To the same generation belong a group of provincial societies, of which those of Tynesdale and Liverpool managed to keep their journals going for a number of years. The major step forward in geographical education was taken in 1892 with the foundation of the Association of the Royal Geographical Society, of the Geographical Association. It was natural that the Association, which aimed to bring together teachers of geography, should establish a geographical publication. The *Geographical Teacher* (1901), the title of which was subsequently changed to *Geography*, into the English-spoken world there was also quietly but



dissealer Amundsen's tent at the

Regional Studies (which journals nothing to do with the old raw geography), the meteorologist who lingers in the geographical canals who support the *Journal of Royal Meteorological Society*, the students of transport who look at fashionable urbanism (who, to transatlantic publishers, ought to have their own *Urbanography*) and the educationalists of the *Journal of Geography in Education* as well as Teaching Geography, and the variety clubs of British geographical, publishing, amuses or alarms are due to the point of view.

Of course, objectless geography is nothing new. The fossilized set more than half a century



South Pole.

to the defence of the general
 lications—wring that the na-
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The predicament in which
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 thousand participants will be
 one of good many geograph-
 ical periodicals. The cost of
 ing and distributing the
 own Bulletin will double.
 the agenda. It will be a good
 ing point for further debates
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 geographical pendulum in a
 with diminishing resources
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The author is head of the geog-
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Captain Scott and his party discover Amundsen's tent at the South Pole.

ments across the whole of the subject. If the bifurcation of Prospero and Gogol's story is not part and parcel, it is evidence of the inability of the journal to cope with the complexity of the subject in one issue. It is also testimony to its commercial success.

It is true that there has been the emergence of Gogolobooks, the idea of which is to make available in a form more accessible than the original the more significant contributions to the world's literature. Gogolobooks are, however, not a single, comprehensive volume, but it has now burgeoned into a seven-part series.

It is unwise to say that the lack of British periodical publishing is a pity, but, if it is to say that a climax is over,

geographical "plurality" in Japan, and in most other countries. Nor does it help to ramble on that the oreos is not unique to Japan. In August, 1980 the International Geographical Union meets in Tokyo and among the several participants will be the authors of a good many geographical periodicals. The cost of production and distributing the *Yuko's Bulletin* will probably be on a par with those of the *Geographical Bulletin* which will be good starting points for further debate on the consequences of the explosion of geographical periodicals in a world with diminishing resources to support them.

The author is head of the geography department of University College London.

BOOKS

The metamorphosis of narcissism

The Culture of Narcissism: American life in an age of diminishing expectations
by Christopher Lasch
W. W. Norton, £6.95
ISBN 0 393 01177 1

by Peter Morris

I have never met Christopher Lasch, but his book provokes a vivid image of its author. I imagine him as a man who reads 10 books at once, without ever quite finishing any of them. Whenever he comes across a passage which confirms his opinions, he writes it down with a thick pencil on a card, and files it under such headings as "Narcissism", "The New Illiteracy", "The Eclipse of Achievement". He is in a constant state of exasperation against a society he no longer confronts, but divides his time between indulging his students with his disenchanted and interrogating the latest literature in his study. Distracted from a world he understands only at secondhand from books, he can no longer distinguish between social observation and his moods. When his breakfast egg is overcooked, he pronounces that modern society has lost all sense of time; when it rains on his picnic, he hints that the New Paternalism is affecting the climate. This confession is, I know, grossly unfair. Christopher Lasch, in private life, may be a modest, open-minded and meticulous scholar. But the form of argument I have used above—drawing sweeping inferences about personality from a single literary source—is exactly the way in which Christopher Lasch constantly tries to characterize the contemporary American personality and, even more sweepingly, the culture of advanced capitalist society. He declines his arguments almost entirely from an odd assortment of readings—autobiographies of cultural celebrities, such as Andy Warhol; novels such as Joseph Heller's *Southing Happened*; psychoanalytic theory; sociological essays without exception, discuss the validity, representativeness or context of the passages he quotes.

His central theme—the rise of a narcissistic culture—seems itself an essential inference from a casual review of reported clinical expostulations. The narcissist is "chronically bored, restlessly in search of instantaneous intimacy... promiscuous and often pansexual... chronically uneasy about his intellect... and because he uses intellect in the service of evasion rather than self-discovery... particularly hard to treat successfully by psychoanalysis." Lasch quotes a few analysts who report that they see far more narcissistic patients than they used to; and comments, "The reported increase in the number of narcissistic patients does not necessarily indicate that narcissistic disorders are more common than they used to be, in the population as a whole... perhaps they have simply become more quickly noticed... attention" (page 43). But he immediately disregards this well-grounded scepticism: "This possibility by no means diminishes the importance of psychiatric testimony about the prevalence of narcissism, especially when, as this testimony appears at the same time that bourgeois health care speculates about the new narcissism and the unhealthy trend towards self-absorption."



Here, as so often throughout the book, the few scraps of uncertain information drawn from actual events are overwhelmed by the clichés of sociological journalism. On the next page, he confirms his substantial clinical observations with quotations from a novel and two studies of corporate managers, to establish that "the manager's view of the world, as described by Jennings, Macoby and by the non-agers themselves, is that of the narcissist" (page 47). In the next sentence he argues that "The dense interpersonal environment of modern bureaucracy, in which work assumes an abstract quality almost wholly divorced from performance, by its very nature elicits and often rewards a narcissistic response." But without stopping to elaborate or defend this very rough and ready equation of clinical syndrome, career tendency, and bureaucratic behaviour, he hurries on. "Bureaucracy, however, is only one of a number of social influences that are bringing a narcissistic type of personality into greater and greater prominence," and turns to photography, medicine and psychiatry. The concept of narcissism, which a few pages back had a distinguished clinical meaning, has now become so attenuated that it merely enforces, with a vague imputation of pathology, a series of potentially unrelated and unambiguously generalized. Throughout the book Christopher Lasch constantly infuses particular, specific observations, drawn from some more or less credible source, into a vast, flabby cultural generalization by the same habit of argument by association.

In chapter seven, for instance, he

been held, by at least one psychiatrist, to have something in common with these few, despised and uncritically accepted scraps of secondhand information are all the evidence Christopher Lasch offers in support of his tirade. This passage illustrates two other characteristics of the book as a whole. The victims, in Lasch's arguments, seem often to end up taking the blame—especially if they are women. The unlucky mothers who have been taught to mistrust themselves are in turn, and irresponsibly, causes of schizophrenia in their children. Later on, feminists who protest masculine oppression are charged for being foolish enough to hope for a sympathetic response. On the one hand, feminism aspires to change the relationship between men and women, but women will no longer be forced into the role of "victim and shrew" in the words of Simone de Beauvoir. On the other hand, it is often makes women more shrewish than ever in their encounters with men. This contradiction remains unavoidable so long as feminism insists that men oppress women and that this oppression is intolerable, at the same time urging women to approach men not as aggressors but as friends and lovers (page 198).

I take this to mean: stop hugging me if you want me to be nice to you.

This brings me to what I believe is—underneath all the intellectual pretensions, the eclectic, eclectic, more and superficial reading, the occasional nod towards a radical socialist analysis—the vulnerable heart of Christopher Lasch's discontent. He wants to be a good father, in the old-fashioned way. He wants his children to look up to him, and respect their daddy. He wants his wife to respect his chivalrous and protective arm; he wants society to respect his status. But it's been taken away from him, by the experts by the agents of the corporate state—the psychiatrists, the management consultants, the university administrators and professional educators, the teachers with corporate capitalism to create a docile society in which we all serve the interests of a blandly impersonal but deeply enmeshing economic order.

I sympathize with this. I would like to be a good father too; and I profoundly mistrust the concepts of corporate capitalism. But it seems to me that if we're to restore to ourselves a sense of human relationships over economic relationships, we need above all a thorough, convincing, and practical analysis of the structure of contemporary society, from which we have been alienated. For changing it, books like *The Culture of Narcissism* are no help to us, because they are so insubstantial. It deals entirely in vague abstractions, of which perhaps the most self-defeating is the notion of a contemporary personality.

Societies are infinitely complicated, and the human relationships of which they are made up infinitely varied. This, I think, gives no novelist's art its inexhaustible fascination; and the sociologist's science its headnumbing curiosity. We know that the social world about us is full of subtle, often paradoxical and inconsistent events, and from that we learn to discriminate varieties of personality and relationship. But the more distant in

time or place societies are, the more we are ready to reduce them to a few salient characteristics. We are ready to characterize the "Elizabethan Age" or "Victorian Age" because they are remote and we want to reduce them to some simple principles of understanding adequate to their influence on our lives.

Books like *The Culture of Narcissism* try to reduce the influence of immediate, contemporary life to the simplistic stereotypes with which we read remote and quaint societies. They seem to represent an intellectual counter-reaction to the complexities of contemporary reality in terms of conventional stereotypes. The 1960s represent a time when the relationship between the individual and society was being re-examined, and the 1970s a time when the individual was being re-examined. It is as if, in the act of living our lives, we were already thinking about them in terms of the multiple-choice questions by which high school students, 20 years hence, will be asked to criticize them. At the same time, the polemical stereotyping, because it substitutes for analysis, does not lead towards any productive strategy for changing society.

At heart, Christopher Lasch has the sensibilities of a satirist—he sees the foibles and corruption of the times, he mocks the fashion of the court and caricatures the tyrant and the rebel. He is a satirist, and his satire is directed at the targets of the self-serving social climber: the bourgeois wife, carried away by foolish enthusiasm for the latest fad; the self-proclaimed intellectual, who is really a snob; the man who is really a snob, who is really a snob, who is really a snob. He is a satirist, and his satire is directed at the targets of the self-serving social climber: the bourgeois wife, carried away by foolish enthusiasm for the latest fad; the self-proclaimed intellectual, who is really a snob; the man who is really a snob, who is really a snob, who is really a snob.

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Society and University in Germany 1700-1914
by Charles E. McLaughlin
Cambridge University Press, £17.50
ISBN 0 521 22742 9

This is the first substantial history of the German university system since Friedrich Paulsen's study of 1902. Professor McLaughlin's concern is not the folklore of university life and customs so beloved of historians writing for the general public, nor is it only to reproduce and to assess the ideals of the German university. He is concerned with the evolution of the university as a social institution, and the role of the university in the development of the German nation. He is concerned with the evolution of the university as a social institution, and the role of the university in the development of the German nation. He is concerned with the evolution of the university as a social institution, and the role of the university in the development of the German nation.

Perhaps the most surprising feature of the eighteenth-century development was that the universities survived at all. In 1700 Germany's 28 universities enrolled about 20,000 students per year. By 1800 they had fallen to 6,000. With small universities like Rostock and Greifswald receiving only 70 to 80 new students annually. In contrast to France the universities lived on after the Napoleonic upheavals because a small number of them, and in particular Göttingen founded in 1737, had adapted to the new conditions. The civil servant, Gerlach Adolf von Münchhausen, who guided Göttingen through its first 30 years of existence, deliberately set out to attract wealthy young aristocrats to give the university the sound financial footing it required. The theological faculty with its loathable antiquarianism was not allowed to dominate; professors of recognized scholarship were lured to the university from other states by the

book divides the period into two parts: the eighteenth century when the universities were established and the nineteenth century when they were reformed. The book is a history of the university as a social institution, and the role of the university in the development of the German nation. It is a history of the university as a social institution, and the role of the university in the development of the German nation.

Ideology of radical nationalism

Rebuilding the German Reich: radical nationalism and political change 1819-1914
by Geoffrey Eley
Yale University Press, £15.00
ISBN 0 300 02385 3

A series of articles in learned journals and collections, of essays and book reviews, has provided a critical critique of various established interpretations of the German political scene. This important book takes his arguments a stage further and presents a full-frontal assault on several orthodoxies, on those which have been German nationalism and on those which have been radicalism. It is a book which could be read by anyone who is interested in the history of Germany, and in the history of radicalism.

The emphasis on Weber is perhaps unfortunate since he has not been a new and unchallenged authority in German historical study and the particular argument of anti-Weberianism is not new. However, after Rebuilding the Reich, a whole area of his political thought requires re-evaluation. Eley locates the sources of German nationalism in Wilhelmian Germany, and in the late nineteenth century, and in the late nineteenth century, and in the late nineteenth century. He is concerned with the evolution of the university as a social institution, and the role of the university in the development of the German nation.

Grenville Wall is senior lecturer in philosophy at Middlesex Polytechnic.

BOOKS

University history with a contemporary resonance

high salaries, and the curriculum offered the sort of legal, linguistic and athletic training that would serve particularly the noblemen students well in their future lives and careers (at which the civil service was the most popular).

Münchhausen's highly utilitarian approach showed how an essentially medieval institution could be given a new function and vigour. Yet the revival of interest in classical studies in the late nineteenth century, which helped to inspire the humanistic ideal of the *Gaeblerzeit*, also derived in part from Göttingen. For it was here, under the pressure of Münchhausen's hard-headed requirements, that classical studies responded by finding themselves a new, dynamic pedagogical purpose.

The resultant tension between the ideals of humanism and its insistence on university study as the commencement of lifelong self-education and the demands placed on the universities by government and industry to produce adequate manpower characterized the whole of the remaining period covered by McLaughlin.

Thus the most prestigious new foundation of the nineteenth century, the University at Berlin, was indeed planned with the *Bildungsideal* of Fichte and Humboldt in mind. Admittedly, McLaughlin argues, these men's intention was not to create an institution "populated by young men on voyages of self-discovery without regard to Prussian society but rather to reshape Prussian society through the decisive influence of the university's graduates."

That led to the destruction by the middle of the century of another fundamental Humboldtian tenet: the unity of human knowledge. The close collaboration between professors and select groups of the most talented students led to the establishment of ever more specialized seminars and institutes. In Berlin the numbers of such institutes doubled between 1820 and 1870 alone. It was through the activities of these institutes that the *Wissenschaft*, as McLaughlin prefers to term it, became firmly established as virtually the sole criterion for personal academic advancement and as the principal purpose and justification of the university.

The trend towards ever greater specialization throughout the foundation of new institutes within the university accelerated again during the Wilhelminian period. If previously many of the professors were the voice and conscience of the liberal tradition and tried to give the old ideals of the *Gaeblerzeit* political reality, during the Reich the professorate reached a new level of status, affluence and scholarly achievement. During Friedrich Althoff's reign as Prussian director for university education from 1892 the university's educational profile shifted from salaries to supporting the institutes. Althoff's aim was responsible for founding 86 medical institutes, laboratories and clinics, and 71 institutes and seminars in the philosophical faculties. Under his management and manipulation the professorate collaborated more closely with the state than at any other time in German history.

But one should not be deceived by this apparent rapprochement between university and society. The professorate continued to emphasize that the rapidly growing realm of technology was beneath the academic dignity of universities.

Professor Reeves is head of the department of linguistic and international studies at the University of Surrey.

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Government and Community

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Aiming for enmeshment with one's world

Happiness
by Robin Barrow
Marlin Robertson, £10.00 and £3.95
ISBN 0 85520 267 X and 266 1

Robin Barrow's latest book belongs to a new series of which he is editor, entitled "Issues and Ideas in Education". The subject of this volume is one of his favourite: the education and schooling which should help to promote happiness, despite there being no logical connection between the concepts. The two major concerns of the book are first, the philosophical elucidation of happiness, and second, the evaluation of empirical work (some of it

by all accounts, remarkably silly) done on the determinants of happiness. Barrow's conclusions on these matters form the basis of his educational prescriptions.

The philosophical discussion opens with a critique of Aristotle's account of happiness, which he argues is marred by a failure to distinguish clearly between the analysis of the concept and what are really empirical questions about what makes people happy. This is followed by a critical survey of mainly post-war philosophical literature on the concept.

Barrow then draws the threads of these discussions together and offers his own analysis of the concept. "To be happy," he maintains, "is to have a sense of enmeshment with one's world"—by which he does not mean simply that one is trapped in one's world like a fly in a spider's web, but feeling engaged with it, with one's aspirations, and one's achievements, and one's record. He argues that many of the dilemmas made about what is logically necessary to happiness (virtue, for example) are at best contingent moral conditions; and by that means, uncertain and unverifiable. Finally, the discussion is rounded off with a neo-Millian endorsement of happiness as the supreme end.

As I read through the book, I had the uneasy feeling that the unacceptable face of utilitarianism was being held up for me to admire. I was surprised to find that Barrow embarks on a defence of utilitarianism against the more powerful critics such as Bernard Williams. Moreover, his discussion of the empirical research on happiness (though often highly critical) betrayed a longing for something more than the emotional engineering of Huxley's *Brave New World*. The problem is that Barrow's position implies that, if our aspirations and commitments should be seen from a viewpoint which assigns them a value contingent on their contribution to enmeshment, then, consequently, it invites us to reject them all equally as potential objects of manipulation so that enmeshment

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Grenville Wall is senior lecturer in philosophy at Middlesex Polytechnic.

Overseas continued

Universiteit van Amsterdam

The Faculty of Social Sciences, Department of Pedagogy, requests applications for the post of

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In addition to subjects in the fields of historic pedagogy and methodology, the General Pedagogy branch, within which the Professor of (theoretical) Pedagogy will be working, deals with pedagogical issues that are relevant to the various graduation classes.

The contribution by the theoretical pedagogy focuses on:

- social-theoretical analysis of education as a social reproduction
- theories on personality development and socialization.

Applicants should preferably be able to demonstrate, through publications, their capability to develop education and research in the field of theoretical pedagogy as outlined above. Successful applicants should further have knowledge of scientific-theoretical trends within the social sciences, and their relationship with social developments.

Duties will include:

- giving lectures and courses
- offering guidance to students writing degree reports, and supervising educational research projects
- doing research
- carrying out managerial and organizational assignments, in accordance with democratization process for decision making at the Department of Pedagogy.

The salary will, in principle, be on the level of scale 152 BBAR.

Information may be obtained from Drs. B.G. van Gelder, telephone 020 - 525 3318.

Applications, with curriculum vitae and a list of publication titles, should be addressed, within 30 days from this date, to Prof. Dr. L. Desberg, Subfaculteit Opvoedkunde, Prinsengracht 227, 1015 DT Amsterdam, The Netherlands, stating vacancy number 3785.

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Further details may be obtained from the Agent General for Queensland, 392 Strand, London WC2R 0EJ, with whom applications close on 11th July. Applications should include personal information and details of qualifications and experience together with the names of three referees.

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Additional posts will be created at Lecturer I level and applications are invited from suitably qualified persons for appointment to them. It is envisaged that these posts will arise in the following areas:

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The College has operated a Diploma in Chemical Technology for some years and has now initiated a degree programme.

2. ELECTRONIC ENGINEERING

The College has operated a Diploma in Electronic Engineering for some years and has now initiated a degree programme.

3. MECHANICAL ENGINEERING

The College has operated a Diploma in Mechanical Engineering for some years and intends to establish a degree programme in this area in the session 1980/1981.

4. COMPUTING

The College at present operates a course in Computing and intends to establish a degree course in this area in the session 1980/81.

5. TOURISM

The College initiated the first course in Ireland in this area of study in 1978. It envisages further developments in the area in view of the importance of the Tourist Industry for the country.

Additional Lecturers are required to develop the teaching and practical programmes in these areas. The College has well-equipped workshops and laboratories in all the above areas of Technology and it is intended to enhance and extend the present computer facilities which consist of a mainframe computer and two mini-computers.

Qualifications in accordance with the regulations of the Department of Education.
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Application forms and details of the posts may be obtained from the Principal, Cork Regional Technical College, Rossa Avenue, Cork, Ireland; telephone Gork 45222.

Completed application forms must be returned not later than Monday, July 7, 1980.

Universities continued

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Applications are invited for the above position which is to be held from October 1, 1980. The successful applicant will be expected to carry out research in astrophysics and to be engaged in the teaching of physics in the Department.

Current programmes of research include studies of stellar structure and evolution, the development and application of instrumentation for astronomical observations, and the use of astronomical observations in the study of the physical properties of matter.

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Further particulars may be obtained from the Personnel Office, The Queen's University of Belfast, 877 TNA, Northern Ireland. Closing date: July 21, 1980. Please quote ref 90/783.

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Administration

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The Governor of the County of Surrey is seeking a Chief Administrator to take up a new appointment on September 1, 1980.

Applications are invited from suitably qualified candidates who will be expected to manage the County's administrative services and to act as a liaison officer with the various departments of the County Council.

The Chief Administrator will be responsible for the day-to-day running of the County Council's administrative services and for the management of the County Council's staff.

The County Council has a total population of 1,000,000 and a budget of £100 million. The Chief Administrator will be responsible for the management of the County Council's staff and for the management of the County Council's finances.

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Union View

The freedom not to answer the question

As a result of the Freedom of Information Act operating in the United States of America, pressure is being put on the Government to make available to the public and to interested parties about what goes on in the inner recesses of Government.

Nowhere is this pressure more keenly felt than in the education field, where there are no decisions that would harm Britain's commercial position anywhere else in the world.

There is strong evidence to suggest that the Government is doing things or indeed why they are doing certain things. Advice is given in strict secrecy; no one knows what advice is being given to Ministers; and no one knows whether Ministers are taking advice or creating their own decisions.

Let us take two examples in fields in which AUT is familiar. The University Grants Committee fulfils its role as a body of advisers to the Government on universities. Yet, it has days locked, and as far as we are aware Government insists that advice is confidential. As far as we can see the only reason for this is to avoid the possibility of criticism of that advice, or the Government's failure to take heed of that advice.

Our view is that if the price is sound it should stand up to criticism and if it is not, it is only right that it should be exposed to criticism. There is no logical reason in the public sector, where public funds are being spent, for advice given to be hidden from view.

Although members of the University Grants Committee do receive a

stipend, they are not in the position of salaried employees and they are therefore not only representing a buffer between Government and the universities, but are also there to represent the public interest and the public has every right to know what is being put forward on its behalf.

When we come to the Department of Education and Science itself (and here one is not making criticisms of individual civil servants), Ministers have a responsibility to keep interested parties informed of their decisions and the reasoning for these decisions. When it suits Ministers to do so, explanations are quite rightly given but so often we are the victims of such dissembling that it is beyond belief.

There is no state security involved here and there are no decisions that would harm Britain's commercial position anywhere else in the world.

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Over the past eleven sets of my negotiations in which AUT had been involved, there have been no less than eight occasions when we had to depart from our proposals sent to departmental officials into limbo and we just could not find out what was happening. Civil servants tend to tell you that they are awaiting ministerial instructions when we know through other channels that the proposals are being chewed around all over Whitehall.

One is never told what are the reasons for the delays and one is very rarely told about what issues of principle are blocking the way towards reaching a settlement. Of course, one can make unconfirmed guesses, and one can get bits of information here and there and place them together and reach some kind of rough conclusion, but is this the way to run a Government? This lack of information on pay—and, indeed, on other matters—causes more frustration amongst university

to play a growing role as pump-prim for the Chinese economy. But to many, Hongkong is the bogymen responsible for destroying the British textile industry.

It is a nice irony that at the very moment our Civil Aviation Authority is arguing for a more liberal policy for Hongkong as if it were Luton, the DES operates a students' fees policy on the premise that Hongkong is a foreign country.

So forgotten is Hongkong's real status that never once have I seen any mention of it in the seemingly perpetual debate on overseas student fees. The Maltese are spoken of with ringing compassion; Cyprus was raised constantly in the December; it has had a mixed reception. But over the financial secretary, not a man noted for a strong belief in public expenditure, enthusiastically endorses its recommendations for expanding post-school vocational learning. Probably a second polytechnic will emerge.

The same belief in the contribution education can make to industrial success is equally evident in other parts of the government. Since the 1950s higher education in Japan has been progressively geared to industry. The importance attached to this is symbolised by the fact that the Council for Science and Technology is chaired by the Prime Minister and contains the chief education and industrial ministers. When thinking of Finland, Sir Keith, please note!

The polytechnics to this country are not only being expected to take the brunt of the savings; they are being funded in a totally irrational manner. Looking at the ratio of students to revenue, one finds that some polytechnics have become more costly per student, even in these lean times. One how, for example, have suffered markedly.

So intolerably do we handle that I turn once more to Hongkong for a contrast. There we find that all higher education is the responsibility of a single body, the University Grants Committee. As far as I could gauge, no-one felt that the one body discriminated in favour of a dominant university tradition and there seemed to be general satisfaction with the system. UGC is a long-standing member of Hongkong's UPGC; I hope the moral is not lost.

Hongkong is not just another foreign country, like any other. It is a colony. And the greater our commitment to Hongkong, the

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